IMPROVING STUDENTS' READING COMPREHENSION THROUGH GUESSING STRATEGY AT GRADE XI MAS DARUL ISTIQOMAH HUTAPADANG - PIJORKOLING

A THESIS

Submitted to State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for Graduate Degree of Islamic Education (S.Pd.I) in English

Written By:

DEWI FATIMAH SITOMPUL
Reg. No. 11 340 0007

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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Advisor I

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Advisor II

Sojuangon Rambe, M. Pd
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PADANGSIDIMPUAN
2015

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Term   : Thesis   Padangsidimpuan/ July, 01st 2015

     a.n. Dewi Fatimah Sitompul   To :

Item   : 7 (seven) exemplars   Dean Tarbiyah and teaching training faculty

                                       in –

                                      Padangsidimpuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **DEWI FATIMAH SITOMPUL**, entitled *"Improving Students ' Reading Comprehension through Guessing Strategy at Grade XI MAS Darul Istiqomah Hutapadang - Pijorkoling"*, we approved that the thesis has been acceptable to complete the requirement to fulfil for Graduate degree of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb.

Advisor I	**Advisor II**
Eka Sustri Harida, M. Pd	**Sojuangon Rambe, M. Pd**
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DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name	: **DEWI FATIMAH SITOMPUL**
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Faculty/Department	: Tarbiyah and Teacher Training Faculty/ TBI-1
The Title of Thesis	: **IMPROVING STUDENTS' READING COMPREHENSION THROUGH GUESSING STRATEGY AT GRADE XI MAS DARUL ISTIQOMAH HUTAPADANG - PIJORKOLING.**

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Padangsidimpuan/ July, 01st 2015
Declaration maker,

DEWI FATIMAH SITOMPUL
Reg. No. 11 340 0007

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Date, August 07th 2015
The signed

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EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

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Thesis : **IMPROVING STUDENTS' READING COMPREHENSION THROUGH GUESSING STRATEGY AT GRADE XI MAS DARUL ISTIQOMAH HUTAPADANG - PIJORKOLING**

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Proposed:
Place   : Padangsidimpuan
Date   : July, 10th 2015
Time   : 13.30 until 16.00 WIB
Result/Mark : 80
IPK   : 3.61
Predicate   : Cumlaude

LEGALIZATION

Thesis : **IMPROVING STUDENTS' READING COMPREHENSION THROUGH GUESSING STRATEGY AT GRADE XI MAS DARUL ISTIQOMAH HUTAPADANG - PIJORKOLING**

Name : **DEWI FATIMAH SITOMPUL**

Reg. No. : **11 340 0007**

The thesis has been accepted as a partial fulfilment of requirement for degree of Graduate of Islamic Educational (S.Pd.I) in English.

Padangsidimpuan/ August, 19th 2015
Dean

Hj. ZULHIMMA, S.Ag., M.Pd.
NIP: 19720702 199703 2 003

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بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ ۝

In the name of Allah, the Beneficent and the Merciful

Alhamdulillah, praise is to Allah SWT, The Lord of the world who has given me the health, time, chance knowledge and the strength to finish the thesis entitled "Improving Students' Reading Comprehension through Guessing Strategy at Grade XI MAS Darul Istiqomah Hutapadang - Pijorkoling". Peace and greeting upon to the prophet Muhammad SAW, his families, companies, and followers, who has brought the human from the darkness era into the lightness era.

In writing this thesis, I was assisted by some people and institutions. Therefore, in this opportunity I would like to say thanks to them. In truth, this thesis can't be completed without a great deal of helping from many people, they are:
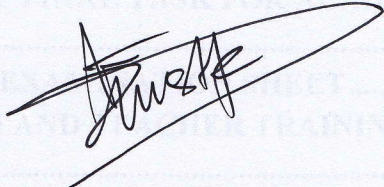
1. Mrs. Eka Sustri Harida, M.Pd, as my advisor and Mr. Sojuangon Rambe, S.S., M.Pd, as my co advisor who had given researcher suggestions, ideas, criticism, and guidance in writing this thesis.

2. Mr. Dr. H. Ibrahim Siregar, M.CL, as the Rector of State Institute for Islamic Studies (IAIN) Padangsidimpuan.

3. Mrs. Hj. Zulhimma, S.Ag., M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

11. My beloved sisters and brother (Sabrina Sitompul, S.Pd., Purnama Sari Sitompul, S.Pd.I, Nurliana Indah Sitompul, S.Pd., Arif Rahman Sitompul, S.E., Herti Sitompul, S.Pd., and Nursri Hayati, M.Ag) who always give me motivation, attention, supporting, praying, and give me spirit to complete this thesis and always help me to solve my problems. Thank you so much my sisters and my brother.

12. My beloved friends Nurmadinah Hasibuan, Akmal Khairani Nasution, Nursalimah Nasution, Nurjannah Nasution, Arnita Sari, Armi Afriyanti Lubis, Yaspiah, Ika Widya Putri Harahap, Elia Ulfah, Mei Astuti Siregar, Indah Purnama Sari, Desi Hardiani Harahap, Nurinayah, Nurmala sari, Nursaidah Nasution and especially all of TBI-1, TBI-2, and TBI-3 thanks for your help, patience and care to support me to finish her study.

13. My beloved seniors in lecturer training, Juliana Lubis, Risma, Juliana Harahap, Efnita, Sazidah, Jamilah, Siti Asrina, Nondang Sari Bulan, Ermina, Usman, Hamiko, Khorida, Mahda, Lioni, Suryani 1 and 2, Linda, Wardah, Yusi, Nurhati, Maria Ulfah and Eni Fauziah and another seniors that I can't mention the name one by one, that always give me payer, motivation and support to finish my thesis.

14. All of my friends in IAIN Padangsidimpuan, good luck for you.

15. All of the people who have helped me to finish my study that I can't mention one by one.

May Allah, the Almighty bless them all, Aamiin.

Padangsidimpuan/ July, 01st 2015
Yours Truly

DEWI FATIMAH SITOMPUL
Reg. No. 11 340 0007

Nomor : In. 19/E.8b/TL.00/0338 /2015   Padangsidimpuan, 17 April 2015

Hal   : *Mohon Bantuan Informasi*
              Penyelesaian Skripsi.

Kepada
Yth. Kepala MAS Darul Istiqomah Hutapadang-Pijorkoling

            Dengan hormat, Rektor Institut Agama Islam Negeri (IAIN) Padangsidimpuan
menerangkan bahwa :

Nama	: Dewi Fatimah Sitompul
NIM	: 11340 0007
Fakultas/Jurusan	: Tarbiyah dan Ilmu Keguruan/TBI
Alamat	: Jl. Raja Inal Siregar Gg. Amal Batunadua Jae

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan
Judul **"Improving Students' Reading Comprehension Through Guessing Strategy at
Grade XI MAS Darul Istiqomah Hutapadang-Pijorkoling".** Sehubungan dengan itu, kami
mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud
judul di atas.

            Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Rektor
Dekan

H. Zulhimma, S.Ag., M.Pd
NIP. 19720702 1997032003
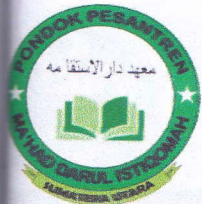
YAYASAN PONDOK PESANTREN DARUL ISTIQOMAH
MADRASAH ALIYAH SWASTA DARUL ISTIQOMAH
Jln. Pulo Bauk / Abror Km.10 No. ..... Telp. .... Fax.................

Desa Hutapadang Kecamatan Padangsidimpuan Tenggara Kota Padangsidimpuan Kode Pos 22735

Nomor   : 062 /MAS/Mdi/Hp-Pk/2015   Padangsidimpuan, 18 April 2015

Lampiran : -

Hal   : Rekomendasi Izin Penelitian Awal

Kepada yth;

Kementerian Agama IAIN Padangsidimpuan

Di – Padangsidimpuan

SURAT KETERANGAN
Nomor: 062/MAS/Mdi/-Hp-Pk/2015

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Swasta Darul Istiqomah Padangsidimpuan dengan ini menerangkan bahwa:

Nama	:	**DEWI FATIMAH SITOMPUL**
NIM	:	11340 0007
Fakultas	:	Tarbiyah dan Ilmu Keguruan/TBI
Alamat	:	Jl. Raja inal siregar Gg. Amal Batunadua Jae

Adalah benar telah melakukan penelitian di Madrasah Aliyah Swasta Darul Istiqomah Padangsidimpuan pada tanggal 20 April 2015 - 02 Mei 2015 untuk menyelesaikan Skripsi dengan judul "Improving Student's Reading Comprehension Through Guessing Strategy at Grade XI MAS Darul Istiqomah Hutapadang-Pijorkoling" T.P 2014 - 2015

Demikianlah surat keterangan ini dibuat dengan sebenarnya, supaya dapat digunakan seperlunya.

Padangsidimpuan, 18 April 2015

Kepala Sekolah

ZAINUDDIN ARIFIN, S.Pd.I

or : In. 19/ E1.5/ PP.00.9/Skripsi/ 1975/ 2014

p : -

al : *Pengesahan Judul dan Pembimbing Skripsi*

Padangsidimpuan, 12 November 2014

Kepada Yth:

Bapak/Ibu:

    1. Eka Sustri Harida, M. Pd

    2. Sojuangon Rambe, M. Pd

       di-

       Padangsidimpuan

Assalaamu 'Alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/ Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut di bawah ini sebagai berikut:

Nama   : **Dewi Fatimah Sitompul**

Nim   : 11 340 0007

Sem/ Tahun Akademik   : VII (Tujuh)/ 2014

Jurusan   : Tadris Bahasa Inggris

Judul Skripsi   : **Improving Students' Reading Comprehension Through Guessing Strategy at Grade XI MAS Darul Istiqomah Hutapadang – Pijorkoling.**

    Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/ Ibu menjadi pembimbing I dan pembimbing II penelitian penulisan skripsi yang dimaksud.

    Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/ Ibu, kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris   Sekretaris Jurusan Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M. Ag   **Fitri Rayani Siregar, M Hum**

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Wakil Dekan

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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/ TIDAK BERSEDIA   BERSEDIA/ TIDAK BERSEDIA

PEMBIMBING I   PEMBIMBING II

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Name : DEWI FATIMAH SITOMPUL

Reg. No : 11 340 0007

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1

Title of Thesis : Improving Students' Reading Comprehension Through Guessing Strategy At Grade XI MAS Darul Istiqomah Hutapadang – Pijorkoling.

Year : 2015

ABSTRACT

This research was done to solve the students' problems in reading comprehension. The purposes of this research were: to describe the students' reading comprehension through guessing strategy at Grade XI MAS Darul Istiqomah Hutapadang - Pijorkoling and to identify the factors which influenced students' reading comprehension through guessing strategy at Grade XI MAS Darul Istiqomah Hutapadang - Pijorkoling.

Research methodology that used in this research was classroom action research by implementing the Kemmis design which consisted of four steps as; planning, acting, observing, and reflecting. To solve the students' problems in reading comprehension, the researcher applied guessing strategy. The researcher used two cycles; every cycle consisted of two meetings. Moreover, the participants of this research were the class of XI (19 students) and there was collaboration with an English teacher. Meanwhile, the data was derived from reading comprehension tests, observation, and interview.

Students' score in cycle 1 was 62.24 (4%) and students' score in cycle 2 was 78.68 (79%). From the students' mean score in cycle 1, it didn't pass the KKM (Minimum Mastery Criterion). Then, the researcher continued into cycle 2. Based on the research result in cycle 1 and cycle 2, it showed the improvement of students' mean score and students' percentage. So, students' improvement in reading comprehension through guessing strategy was good category (high). Students' problems were difficult in identifying the meaning of words; identifying topic sentence; interpreting what they have read; identifying unfamiliar vocabulary items and concluding the story in the text. Problems solving were; taught them to reconstruct the words that they knew be an interpreting as guessing the meaning of the words; asked them to learn more vocabulary items by themselves; asked them to use their background knowledge in understanding the text; interrupted the story or text in the middle; told the ending of story.

CURRICULUM VITAE

A. Identity

Name   : Dewi Fatimah Sitompul

Reg. Number   : 11 340 0007

Place / Birthday   : Padangsidimpuan/ December, 11th, 1992

Sex   : Female

Religion   : Islam

Address   : Jln. Raja Inal Siregar Gg. Amal Batunadua

B. Parents

Father's name   : Alm. Syamsyuddin Sitompul

Mother's name   : Masroiba Harahap

C. Educational Background

1. Elementary School   : SD N 7 Padangsidimpuan   (2005)

2. Junior High School   : MTs N 1 Padangsidimpuan   (2008)

3. Senior High School   : MAN 2 Padangsidimpuan   (2011)

4. Institute   : IAIN Padangsidimpuan   (2015)

APPENDIX 1

Initial's Names of Students

No.	Code	Gender	
		Female	**Male**
1.	AM		✓
2.	AI		✓
3.	AE		✓
4.	AF		✓
5.	FA		✓
6.	FB	✓	
7.	HS	✓	
8.	HL	✓	
9.	LP		✓
10.	MS	✓	
11.	MR	✓	
12.	NP	✓	
13.	NS	✓	
14.	PM	✓	
15.	RH	✓	
16.	SH	✓	
17.	SN		✓
18.	TS		✓
19.	YL	✓	

SIKLUS I (CYCLE I)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : MAS Darul Istiqomah Hutapadang – Pijorkoling

Kelas/ Semester   : XI (SEBELAS)/ 2

Subjek   : Bahasa Inggris

Jenis Teks   : Monolog *Narative Text*

Aspek/Skill   : Membaca/ *Reading*

Alokasi Waktu   : 4 x 45 menit (2 x pertemuan)

A. Standar Kompetensi

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

11.1. Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

a. Mengidentifikasi kalimat topik dalam teks narative

b. Mengidentifikasi informasi penting yang terdapat dalam teks naratif

c. Mengidentifikasi isi pesan yang terdapat dalam teks naratif

d. Mengidentifikasi arti kata – kata yang sulit/ idiom/ prase yang terdapat dalam teks naratif

e. Mengidentifikasi kesimpulan dari sebuah teks naratif.

❖ **Karakter siswa yang diharapkan:** Toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab.

D. Materi Pembelajaran

1. Bacaan Naratif "Eliza and Athena"

Eliza and Athena

Once there was a young girl named Eliza. She was the daughter of a king and so she never had to work. She became very lazy. She had her servants do everything for her. "I am so very thirsty, and my glass is on the table. Please get it for me", she called. Immediately a servant picked the glass up from the table next to Eliza and held it up to her lips until Eliza was no longer thirsty.

The next da**y**, Eliza was walking to dinner when her hat fell off, she called for a servant and a young man ran over, picked up the hat, dusted it off, and placed it back on Eliza's head. She continually called for her servants to do simple tasks for her. Her father noticed her laziness and decided to punish her. He set in her in a room with only a loom and some yarn. No servants were allowed in the room. "You will stay in this room, not eating or drinking until you have woven a blanket for me. You have to do all of the work by yourself. Call for me when you are done". The king left Eliza all alone in her room.

Eliza called for her servants, but none appeared. Then, she remembered her father telling about Athena, the goodness of wisdom and handicrafts. She called for Athena over and over until finally, she fell asleep. While she was sleeping, she had a dream. Hermes spoke to her in her dream. He said, "Athena has heard your pleas for help. She is very angry with you. She will come to you and inform you of your punishment". Eliza awoke very frightened. She then saw that there was an owl on the edge of her window. The owl spoke to her. "I am Athena. You have called upon me to do your work. You must be punished for your laziness. You are a mortal of high importance; therefore you have no work to do. I am going to make you a lowly animal". "You will have to work constantly just to stay alive. People will look down at you in disgust. You will be killed just because you are insignificant. All of your children and their children and so on will have the same fate". Eliza worked for the rest of her life. All of her children have the same fate. They are doomed to be ants for the rest of their lives.

---

2. Bacaan Naratif "Tangkuban Perahu "

Tangkuban Perahu

Long time ago in the West Java, there lived a woman named Dayang Sumbi. She was thirsting for a husband. Along her life she kept praying and praying. At last, God heard her pray. A male dog picked her up and Dayang Sumbi got married to the dog and called the dog "Tumang". After years, Dayang Sumbi gave a birth to baby and named him Sangkuriang. Unfortunately, Dayang Sumbi never told Sangkuriang who is father was.

One day Sangkuriang was hunting with Tumang in the forest and he found nothing except a little animal. He blamed Tumang for the failure and then he killed Tumang. When Dayang Sumbi knew that, she hit Sangkuriang's head with a big spoon and expelled him.

Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi, recognized the wanderer as Sangkuriang. Unintentionally, Sangkuriang forced Dayang Sumbi to marry him. Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night.

At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her. Then, the women punched the grains with grain puncher to make noise which disturbed the ghosts and fairies.

The morning came before Sangkuriang completed the boat. Unfortunately, the fairies and the ghosts also left Sangkuriang alone. Finally, Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Perahu.

E. Strategi Pembelajaran

- Guessing Strategy

F. Langkah-Langkah Kegiatan

Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa
1. Kegiatan Awal a. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing b. Guru mengabsen siswa c. Guru menjelaskan tujuan pembelajaran yang akan dicapai	a. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing-masing b. Siswa mendengarkan guru mengabsen c. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru

2. Kegiatan Inti
a. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/ teks yang akan dipelajari
b. Guru mengaplikasikan strategy Guessing
  1) *Using Linguistic Clues*
    a) Guru meminta siswa untuk menemukan dan menganalisis kata-kata imbuhan dan kunci bahasa yang terdapat dalam teks naratif
    b) Guru meminta siswa untuk menemukan kata-kata yang merupakan bagian-bagian dari kata-kata kunci bahasa yang terdapat
	a. Siswa memperhatikan penjelasan guru mengenai judul dan gambaran umum tentang materi/ teks yang akan dipelajari
	b. Siswa mengaplikasikan strategy Guessing
	  1) *Using Linguistic Clues*
	    a) Siswa menemukan dan menganalisis kata-kata imbuhan dan kunci bahasa yang terdapat dalam teks naratif
	    b) Siswa menemukan kata-kata yang merupakan bagian-bagian

dalam teks naratif.
2) *Using Other Clues*
  a) Guru meminta siswa untuk menemukan kata-kata yang berbentuk *address* seperti gelar atau nama panggilan
  b) Guru meminta siswa untuk memperhatikan struktur teks seperti *Introductions,* kesimpulan, judul, dan *transition, Proper names,* grapik, gambar-gambar, dan table yang terdapat dalam teks naratif.
  c) Guru meminta siswa untuk menggunakan latarbelakang pengetahuan umum mereka seperti pengetahuan tentang budaya, politik, seni ataupun sastra.
c. Guru memberikan beberapa pertanyaan dan siswa harus menjawabnya
d. Guru memberikan tugas individu kepada siswa untuk membaca dengan menggunakan Guessing strategy.
	dari kata-kata kunci bahasa yang terdapat dalam teks naratif.
	
	2) *Using Other Clues*
	  a) Siswa menemukan kata-kata yang berbentuk *address* seperti gelar atau nama panggilan
	  b) Siswa memperhatikan struktur teks seperti *Introductions,* kesimpulan, judul, dan *transition, Proper names,* grapik, gambar-gambar , dan table yang terdapat dalam teks naratif.
	  c) Siswa menggunakan latarbelakang pengetahuan umum mereka seperti pengetahuan tentang budaya, politik, seni ataupun sastra.
	c. Siswa menjawab beberapa pertanyaan yang diberikan guru
	d. Siswa mengerjakan tugas individu untuk membaca dengan menggunakan Guessing strategy.

3. Kegiatan Penutup
  a. Guru mengumpulkan soal yang telah dikerjakan siswa
  b. Guru dan siswa bersama-sama menyimpulkan pelajaran
  c. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan strategi Guessing.
  d. Guru memberikan umpan balik terhadap hasil kerja siswa.
  e. Siswa memberi salam kepada guru

G. Sumber Belajar

1. Suparmin dan Rahmadi Danang S, *Bridge to The World: English Book for Senior High School*, (Surakarta: Mediatama, 2012).

2. Mulyanto, Agus, dkk, *Bahasa Inggris: SMA/ MA XI Semester Genap*, (Surakarta: Era Pustaka Alam, 2014).

3. Teks yang berkaitan dengan bahan ajar

4. Kamus Bahasa Inggris

5. Internet

H. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
• Mengidentifikasi kalimat topik dalam teks fungsional • Mengidentifikasi informasi penting dalam teks fungsional • Mengidentifikasi isi pesan dalam teks fungsional • Mengidentifikasi kata – kata sulit/ idiom/ prase dengan teks fungsional • Mengidentifikasi kesimpulan yang terdapat dalam teks fungsional	Tes Tulis	Essay test	*Answere the following question based on the text above!*

Question

Answere the following question based on the text above!

Indicator	Number of Question
1. Topic sentence	1, 6, 11 and 12
2. Important information	2, 3, 13, 16 and 19
3. Content of the message	4 and 15
4. Meaning of difficult word/ idiom/ phrases in context	5, 7, 10, 14 and 17
5. Conclusion of the text	8, 9, 18 and 20

> **(Eliza and Athena Text)**

1.   **What is the topic sentence of the first paragraph? 1**

2.   **Where is the story take place? 2**

3.   **What is the content of the message? 3**

4.   **Her father noticed her <u>laziness</u> and decided to punish her. (Paragraph 2) The underline word means? 4**

5.   **What is the moral that we can get from the story? 5**

> **(Tangkuban Perahu Text)**

6.   **What is the topic sentence of the first and last paragraph? 1**

7.   **Where did the story take place? 2**

8. **Many years later, Sangkuriang <u>wandered and found</u> an old house in the forest. The underline words mean? 4**

9. **What is the content of the message? 3**

10. **How is the ending of the story? 5**

1. **Pedoman Penilaian**

   a. Untuk tiap nomor, tiap jawaban benar skor 1

      Kategori Skor

      1) Tepat sekali = 1

      2) Mendekati = 0,5

      3) Tidak tepat = 0

   b. Jumlah skor maksimal x 5 = 100

   c. Nilai maksimal = 100

   d. Nilai siswa =
   $$\frac{Skor\ Perolehan}{Skor\ Maksimal} x\ 100$$

   e. Menghitung nilai rata-rata siswa

   $$M = \frac{\Sigma fX}{N}$$

   Explanation:

   M : the mean of the students

   $\sum fX$: the total score

   N : the number of the students

Mengetahui
Guru Bahasa Inggris Kelas XI

Padangsidimpuan,   2015
Peneliti

Mayurida Hasibuan, S. Pd.,

DEWI FATIMAH SITOMPUL
Nim. 11 340 0007

Kepala MAS Darul Istiqomah Hutapadang – Pijorkoling

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- **Lampiran Kunci Jawaban Soal:**

  <u>**(Eliza and Athena Text)**</u>

  1. The topic sentence of the first paragraph is Once there was a young girl named Eliza.
  2. The story take place is in a castle.
  3. The content of the message is a lazy young girl where she and all of her children are doomed to be ants for the rest of their lives.
  4. The underline word is "Kemalasan"
  5. The moral that we can get from the story is don't be a lazy man/ woman because it can make you repent in your life.

- **(Tangkuban Perahu Text)**

  6. The topic sentence of the first and last paragraph is

     The first paragraph

     Long time ago in the West Java, there lived a woman named Dayang Sumbi

     The Last paragraph

     Finally, Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Perahu.
  7. The story take place in the West Java
  8. The underline words mean "Mengembara dan Menemukan"
  9. The content of the message is a man become greedy because he thinks he is very strong
  10. The ending of the story is Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Perahu.

<div align="center">

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</div>

LEARNING MATERIAL

Bacaan Naratif "Eliza and Athena"

Eliza and Athena

Once there was a young girl named Eliza. She was the daughter of a king and so she never had to work. She became very lazy. She had her servants do everything for her. "I am so very thirsty, and my glass is on the table. Please get it for me", she called. Immediately a servant picked the glass up from the table next to Eliza and held it up to her lips until Eliza was no longer thirsty.

The next da**y**, Eliza was walking to dinner when her hat fell off, she called for a servant and a young man ran over, picked up the hat, dusted it off, and placed it back on Eliza's head. She continually called for her servants to do simple tasks for her. Her father noticed her laziness and decided to punish her. He set in her in a room with only a loom and some yarn. No servants were allowed in the room. "You will stay in this room, not eating or drinking until you have woven a blanket for me. You have to do all of the work by yourself. Call for me when you are done". The king left Eliza all alone in her room.

Eliza called for her servants, but none appeared. Then, she remembered her father telling about Athena, the goodness of wisdom and handicrafts. She called for Athena over and over until finally, she fell asleep. While she was sleeping, she had a dream. Hermes spoke to her in her dream. He said, "Athena has heard your pleas for help. She is very angry with you. She will come to you and inform you of your punishment". Eliza awoke very frightened. She then saw that there was an owl on the edge of her window. The owl spoke to her. "I am Athena. You have called upon me to do your work. You must be punished for your laziness. You are a mortal of high importance; therefore you have no work to do. I am going to make you a lowly animal". "You will have to work constantly just to stay alive. People will look down at you in disgust. You will be killed just because you are insignificant. All of your children and their children and so on will have the same fate". Eliza worked for the rest of her life. All of her children have the same fate. They are doomed to be ants for the rest of their lives.

Bacaan Naratif "Tangkuban Perahu "

Tangkuban Perahu

Long time ago in the West Java, there lived a woman named Dayang Sumbi. She was thirsting for a husband. Along her life she kept praying and praying. At last, God heard her pray. A male dog picked her up and Dayang Sumbi got married to the dog and called the dog "Tumang". After years, Dayang Sumbi gave a birth to baby and named him Sangkuriang. Unfortunately, Dayang Sumbi never told Sangkuriang who is father was.

One day Sangkuriang was hunting with Tumang in the forest and he found nothing except a little animal. He blamed Tumang for the failure and then he killed Tumang. When Dayang Sumbi knew that, she hit Sangkuriang's head with a big spoon and expelled him.

Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi, recognized the wanderer as Sangkuriang. Unintentionally, Sangkuriang forced Dayang Sumbi to marry him. Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night.

At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her. Then, the women punched the grains with grain puncher to make noise which disturbed the ghosts and fairies.

The morning came before Sangkuriang completed the boat. Unfortunately, the fairies and the ghosts also left Sangkuriang alone. Finally, Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Perahu.

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APPENDIX 3

FIRST TEST

Class   : XI

Petunjuk   :

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.

2. Jawablah pertanyaan-pertanyaan di bawah ini berdasarkan teks naratif di bawah ini.

3. Bacalah dengan teliti petunjuk mengerjakan soal.

4. Periksalah pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.

5. Test ini disertakan dengan teksnya secara langsung.

6. Test ini hanya bertujuan untuk mengetahui data dari murid – murid tentang kemampuan murid – murid dalam menguasai pemahaman membaca (reading comprehension).

7. Waktu yang tersedia 45 menit.

QUESTIONS!

Question 1-5: This text below is for question number 1 up to 5. And then answer the questions below!

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

---

1. What is the topic sentence of the last paragraph? 1

2. What did happen when the boy passes the village? 2

3. What is the content of message of the text? 3

4. The crowd laughed <u>mockingly</u>. The underline word mean? 4

5. How did the end of story? 5

Question 6-10: This text below is for question number 6 up to 10. Answer the questions carefully!

A Wolf and a Dog
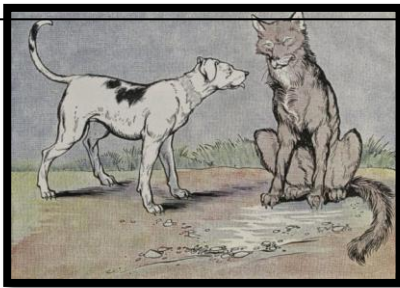
Once there was a wolf that was nearly dead with hunger. He was very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food. As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said, "You are in terrible shape! You look as if you haven't eaten for many days." "You're right," said the wolf. "I haven't eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die." Then why not join us? Asked the dog. "I work regularly and I eat regularly. You could do the same. I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won't have to worry about your stealing the sheep anymore and you won't have to worry about going hungry any more. It's a good deal for both of us."

The wolf thought it over for a few minutes and then decided that the dog was right. So they went off together toward the ranch house where the dog lived. But, as they were walking, the wolf noticed that the hair on a certain part of the dog's neck was very thin. He was curious about this, for the dog had such a beautiful coat everywhere else.

Finally, he asked the dog about it. "Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night." "Chained up!" cried the wolf, "Do you mean that you are chained up at night? If I come to live with you, will I be chained up at night too?" That's right," answered the dog. "But, You'll get used to it soon enough. I hardly think about it anymore." "But, if I am chained up, then I won't be able to walk when I want to take a walk or to run where I want to run," the wolf said. "If I come to live with you, I won't be free anymore." After saying this, the wolf turned and ran away.

6. Write the topic sentence of the first paragraph! 1
7. What was the deal between the dog and wolf? 2
8. What is the content of the message from the text narrative above? 3
9. <u>You</u> can help me and the other dogs guard the sheep. (Paragraph 1) The underline word refers to? 4
10. What is the moral of the text above? 5

Question 11-15: This text below is for question number 11 up to 15. Answer the questions carefully!

The Goose and the Golden Eggs

Once a farmer went to the nest of his goose and found there an egg, all yellow and shiny. When he picked it up, it was heavy as a rock. He was about to throw it away because he thought that someone was playing a trick on him. But on second thought, he took it home, and discovered to his delight that it was an egg of pure gold! He sold the egg for a lot of money. Every morning the goose laid another golden egg, and the farmer soon became rich by selling the eggs.

As he grew rich, he also grew greedy. "Why should I have to wait to get only one egg a day?" he thought. "I will cut open the goose and take all the eggs out of her at once." When the goose heard the farmer's plan, she flew away to a nearby farm. So when the farmer came out the next day, do you know what he found in the goose's nest? Nothing.

11. What is the text talking about? 1
12. What did the farmer find? 2
13. When he <u>picked it up</u>, it was heavy as a rock. (Paragraph 1) The underline words mean? 4
14. What is the content of the message? 3
15. What is the moral that can we get from this text? 5

Question 16-20: This text below is for question number 16 up to 20. Answer the questions carefully!

A Fox and a Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. 'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!' 'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?' The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

16. The fox, who was a conceited creature, <u>boasted</u> how clever she was. (Paragraph 1) The underline words mean? 4
17. Write the topic sentence of the first and second paragraph? 1
18. What was the character of the Fox? 2
19. What was the content of the message of the text? 3
20. What was the ending of the story? 5

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ANSWER KEY IN FIRST TEST

1. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia. (1)
2. He saw many people gathering on the field. (1)
3. We have to be a generous person. (1)
4. Mengejek/ Mengolok-olok. (1)
5. The whole village became a huge lake. (0,5)
   It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia. (0,5)
6. Once there was a wolf that was nearly dead with hunger. (1)
7. The wolf and dog deal to work and eat regularly. (0,5)
   To help each other in guarding the sheep. (0,5)
8. For helping each other. (1)
9. The wolf (1)
10. An animal is also a creature which it is need a freedom. (1)
11. A greedy farmer who has found a golden eggs. (1)
12. A golden egg. (1)
13. Memungutnya/ mengambilnya (1)
14. A farmer has changed become a greedy man because of the golden egg. (1)
15. Someone who wants more often loses all. (0,5)
    If you are greedy, you might lose what you already have. (0,5)
16. Membual/ menyombong/ membanggakan. (1)
17. First paragraph
    One day a cat and a fox were having a conversation. (0,5)
    Second paragraph
    They fell upon the fox and tore her to pieces. (0,5)
18. A conceited creature, boasted how clever she was. (1)
19. A single plan that works is better than a hundred doubtful plans (1)
20. The dogs fell upon the fox and tore her to pieces. (1)

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APPENDIX 4

Students' Reading Comprehension Scores in first Cycle[1]

No.	Code	Reading Comprehension Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	AM	3	2	2	1	3	11	55
2.	AI	3	3	2	1	3	12	60
3.	AE	2	2	2	1	3	10	50
4.	AF	2	2	3	1	3	11	55
5.	FA	3	3	2	1	3	12	60
6.	FB	3	2	3	1	2	11	55
7.	HS	2	3	2	3	3	13	65
8.	HL	2.5	3	2.5	2	3	13.5	67.5
9.	LP	3	2	2	3	1	11	55
10.	MS	2	3	3	2	3	13	65
11.	MR	2.5	3	2.5	2	3	13.5	67.5
12.	NP	4	3	2	3	2	14	70
13.	NS	2.5	3	2.5	2	2	12.5	62.5
14.	PM	2	3	3	2	2	12	60
15.	RH	4	2	4	3	2	15	**75**[*]
16.	SH	2	3	4	2	3	14	70
17.	SN	2.5	3	4	2	3	14.5	72.5
18.	TS	3	2	2	1	3	11	55
19.	YL	2.5	3	2	3	2	12.5	62.5
Total score		50.5	50	49.5	36	59	236.5	1182.5
Mean		2.65	2.63	2.61	1.89	3.11	12.45	62.24
Percentage								4%

[1] Approved by Co-teacher (Mis. Mayurida Hasibuan, S. Pd) and Observer (Mis. Mayurida Hasibuan, S. Pd).
* *The students who passed the KKM (75) in first cycle*

APPENDIX 5 answer sheet 1

APPENDIX 6

<p style="text-align:center">SIKLUS II (CYCLE II)</p>
<p style="text-align:center">RENCANA PELAKSANAAN PEMBELAJARAN</p>
<p style="text-align:center">(RPP)</p>

Nama Sekolah	: MAS Darul Istiqomah Hutapadang – Pijorkoling
Kelas/ Semester	: XI (SEBELAS)/ 2
Subjek	: Bahasa Inggris
Jenis Teks	: Monolog *Narative Text*
Aspek/Skill	: Membaca/ *Reading*
Alokasi Waktu	: 4 x 45 menit (2 x pertemuan)

I. Standar Kompetensi

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

J. Kompetensi Dasar

11. 2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof,* dan *hortatory exposition*

K. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

f. Mengidentifikasi kalimat topik dalam teks narative

g. Mengidentifikasi informasi penting yang terdapat dalam teks naratif

h. Mengidentifikasi isi pesan yang terdapat dalam teks naratif

i. Mengidentifikasi arti kata – kata yang sulit/ idiom/ prase yang terdapat dalam teks naratif

j. Mengidentifikasi kesimpulan dari sebuah teks naratif.

❖ **Karakter siswa yang diharapkan:** toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab.

L. Materi Pembelajaran

1. Bacaan naratif "The Legend of Toba Lake"

The Legend of Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free. Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it. The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba

2. Bacaan naratif "Lutung Kasarung"

LUTUNG KASARUNG

Prabu Tapa Agung was an old king. He had two daughters, Purbararang and Purbasari. Prabu Tata Agung planned to retire as a king. He wanted Purbasari to replace him as the leader of the kingdom. Hearing this, Purbararang was angry. "You cannot ask her to be the queen, father. I'm older than she is. It's supposed to be me, not her!" said Purbararang. But the king still chose Purbasari to be next queen. Purbararang set a bed plan with her fiancé, Indrajaya. Together, they went to a witch and asked her to put a spell on Purbasari. Later, Purbasari had bad skin. There were black dots all over her body. "You are not as beautiful as I am. You cannot be queen. Instead, you have to leave this place and stay in a jungle," said Purbararang.

Purbasari was very sad. Now she had to stay in the jungle. Every day she spent her time playing with some animals there. There was one monkey that always tried to cheer her up. It was not just an ordinary monkey, he had magical power. And he also could talk with humans. The monkey's name was Lutung Kasarung. He was actually a god. His name was Sanghyang Gurumina.

Lutung Kasarung planned to help Purbasari. He made a small lake and asked her to take a bath there. Amazingly, her bad skin was cured. Now, she got her beautiful skin back. After that, she asked Lutung Kasarung to accompany her to go back to the palace. Purbararang was very shocked. She knew she had to come up with another bad idea. She said "those who have longer hair will be the queen". Then, the skin measured his daughters' hair. Purbasari had longer hair. But, Purbararang did not give up. "A queen

must have a handsome husband. If my fiancé is more handsome than yours, then I will be the queen," said Purbararang.

Purbasari was sad. She knew Purbararang fiancé, Indrajaya was handsome. And she did not have fiancé yet. "Here is my fiancé, Indrajaya. Where is yours?" asked Purbararang. Lutung Kasarung came forward. Purbararang was laughing very hard. "Your fiancé is monkey, ha ha ha". Suddenly, Lutung Kasarung changed into a very handsome man. He was even more handsome than Indrajaya. Then, Purbasary became the queen. She forgave Purbararang and her fiancé and let them stay in the palace.

3. **Strategi Pembelajaran**

- Guessing Strategy

4. **Langkah-Langkah Kegiatan**

Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa
4. Kegiatan Awal d. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing e. Guru mengabsen siswa f. Guru menjelaskan tujuan pembelajaran yang akan dicapai	d. Siswa menjawab salam dan berdoa sesuai dengan kepercayaan masing-masing e. Siswa mendengarkan guru mengabsen f. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru

5. Kegiatan Inti
e. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/ teks yang akan dipelajari
f. Guru memberikan text naratif kepada siswa
g. Guru menyuruh siswa untuk memperhatikan text naratif yang sudah diberikan kepada mereka
h. Guru mengaplikasikan strategy Guessing
   3) *Using Linguistic Clues*
     c) Guru meminta siswa untuk menemukan dan menganalisis kata-kata imbuhan dan kunci bahasa yang terdapat dalam teks naratif
     d) Guru meminta siswa untuk menemukan kata-kata yang merupakan bagian-bagian dari kata-kata kunci bahasa yang terdapat dalam teks naratif.
   4) *Using Other Clues*
     d) Guru meminta siswa untuk menemukan kata-kata yang berbentuk *address* seperti gelar atau nama panggilan
     e) Guru meminta siswa untuk memperhatikan struktur teks seperti
	e. Siswa memperhatikan penjelasan guru mengenai judul dan gambaran umum tentang materi/ teks yang akan dipelajari
	f. Siswa menerima teks naratif yang diberikan oleh guru
	g. Siswa memperhatikan text naratif yang sudah diberikan kepada mereka
	h. Siswa mengaplikasikan strategy Guessing
	   3) *Using Linguistic Clues*
	     c) Siswa menemukan dan menganalisis kata-kata imbuhan dan kunci bahasa yang terdapat dalam teks naratif
	     d) Siswa menemukan kata-kata yang merupakan bagian-bagian dari kata-kata kunci bahasa yang terdapat dalam teks naratif.
	   4) *Using Other Clues*
	     d) Siswa menemukan kata-kata yang berbentuk *address* seperti gelar atau nama panggilan
	     e) Siswa memperhatikan struktur teks seperti *Introductions,* kesimpulan,

Introductions, kesimpulan, judul, dan *transition, Proper names,* grapik, gambar-gambar , dan table yang terdapat dalam teks naratif.
    f) Guru meminta siswa untuk menggunakan latarbelakang pengetahuan umum mereka seperti pengetahuan tentang budaya, politik, seni ataupun sastra.
i. Guru memberikan tugas individu kepada siswa untuk membaca dengan menggunakan Guessing strategy.
j. Guru memberikan beberapa pertanyaan kepada siswa sebelum mereka membaca teks naratif tersebut
k. Guru merintangi cerita ditengah - tengah kegiatan dan menyakan apakah yang akan terjadi selanjutnya dalam teks atau cerita tersebut
l. Guru menyampaikan akhir cerita and menayakan siswa untuk menebak awal cerita/ teks tersebut
m. Guru memberikan siswa sebuah kalimat baru yang berhubungan yag teks dan meminta mereka melengkapinya
	judul, dan *transition, Proper names,* grapik, gambar-gambar , dan table yang terdapat dalam teks naratif.
	    f) Siswa menggunakan latarbelakang pengetahuan umum mereka seperti pengetahuan tentang budaya, politik, seni ataupun sastra.
	i. Siswa mengerjakan tugas individu untuk membaca dengan menggunakan Guessing strategy.
	j. Siswa menjawab beberapa pertanyaan kepada mereka sebelum mereka membaca teks naratif tersebut
	k. Siswa memperhatikan penjelasan guru dan menjawab pertanyaan guru, apakah yang akan terjadi selanjutnya dalam teks atau cerita tersebut
	l. Siswa mendengarkan akhir cerita dan menebak awal cerita/ teks tersebut
	m. Siswa mencoba memahami sebuah kalimat baru yang berhubungan yag teks dan melengkapinya

6. Kegiatan Penutup
    f. Guru mengumpulkan soal yang telah dikerjakan siswa
    g. Guru dan siswa bersama-sama menyimpulkan pelajaran
    h. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan strategi Guessing.
    i. Guru memberikan umpan balik terhadap hasil kerja siswa.
    j. Siswa memberi salam kepada guru

5. Sumber Belajar

6. Suparmin dan Rahmadi Danang S, *Bridge to The World: English Book for Senior High School*, (Surakarta: Mediatama, 2012).

7. Mulyanto, Agus, dkk, *Bahasa Inggris: SMA/ MA XI Semester Genap*, (Surakarta: Era Pustaka Alam, 2014).

8. Teks yang berkaitan dengan bahan ajar

9. Kamus Bahasa Inggris

10. Internet

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
• Mengidentifikasi kalimat topik dalam teks fungsional • Mengidentifikasi informasi penting dalam teks fungsional • Mengidentifikasi isi pesan dalam teks fungsional • Mengidentifikasi kata – kata sulit/ idiom/ prase dengan teks fungsional • Mengidentifikasi kesimpulan yang terdapat dalam teks fungsional	Tes Tulis	Essay test	*Answere the following question based on the text above!*

Question

Answere the following question based on the text above!

Indicator	Number of Question
6. Topic sentence	1, 3 and 11
7. Important information	2, 7, 12, 15 and 18
8. Content of the message	5 and 14
9. Meaning of difficult word/ idiom/ phrases in context	4, 6, 9, 13, 16 and 17
10. Conclusion of the text	8, 10, 19 and 20

➢ **(The Legend of Toba Lake Text)**

11. **Write the topic sentence of the second paragraph! 1**

12. **Why did The mother was shouting angrily? 2**

13. **What is the content of the message in the text above? 3**

14. **He <u>shouted</u> angrily and got the word of fish to his daughters. (Paragraph 2) the underline word mean? 4**

15. **What is the conclution of the text? 5**

➢ **(Lutung Kasarung Text)**

16. **Write the topic sentences of the second paragraph! 1**

17. **Why did Purbasari has to stay in the jungle? 2**

18. **What is the content of the text? 3**

19. **There were <u>black dots</u> all over her body. (Paragraph 1). The underline words mean? 4**

20. **What we can learn from the story above? 5**

2. **Pedoman Penilaian**

   f. Untuk tiap nomor, tiap jawaban benar skor 1

     Kategori Skor

     4) Tepat sekali = 1

     5) Mendekati = 0,5

     6) Tidak tepat = 0

   g. Jumlah skor maksimal x 5 = 100

   h. Nilai siswa = $\dfrac{Skor\ Perolehan}{Skor\ Maksimal} \times 100$

   i. Menghitung nilai rata-rata siswa

$$M = \frac{\Sigma fX}{N}$$

Explanation:

    M   : the mean of the students

    ΣfX : the total score

    N   : the number of the students

Mengetahui **Guru Bahasa Inggris Kelas XI**	**Padangsidimpuan, 2015** **Peneliti**

Mayurida Hasibuan, S. Pd.,   **DEWI FATIMAH SITOMPUL**
                                        Nim. 11 340 0007

Kepala MAS Darul Istiqomah   **Padangsidimpuan,   2015**
Hutapadang – Pijorkoling   **Validator**

ZAINUDDIN ARIFIN, S.Pd.I.,   **Sojuangon Rambe, S. S, M. Pd.,**
                                        NIP. 19790815 200604 1 003

> **Lampiran Kunci Jawaban Soal:**

(The Legend of Toba Lake Text)

1. The topic sentence of the second paragraph is once upon time, there was a handsome man. His name was Batara Guru Sahala

2. The mother was shouting angrily because Batara Guru broke his promise

3. The content of the message in the text above is a man where he has broken his promise to his wife.

4. The underline word mean "Berteriak"

5. The conclution of the text is the big hole became a lake. Then this lake is known as Toba Lake.

(Lutung Kasarung Text)

6. The topic sentence of the second paragraph is Purbasari was very sad. Now she had to stay in the jungle.

7. Purbasari has to stay in the jungle because she have black dots all over her body and cannot be a queen.

8. The content of the text is a woman where got a bad conducted from her sister to be a queen

9. The underline words mean "Bercak – bercak hitam"

10. We can learn from the story above that a someone who become greedy to get something will never happy in their life

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LEARNING MATERIAL

Bacaan naratif "The Legend of Toba Lake"

The Legend of Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free. Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it. The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba

Bacaan naratif "Lutung Kasarung"

LUTUNG KASARUNG

Prabu Tapa Agung was an old king. He daughters, Purbararang and Purbasari. Prabu planned to retire as a king. He wanted Purbasari the leader of the kingdom. Hearing this, angry. "You cannot ask her to be the queen, than she is. It's supposed to be me, not her!" said the king still chose Purbasari to be next queen. bed plan with her fiancé, Indrajaya. Together, had two Tata Agung to replace him as Purbararang was father. I'm older Purbararang. But Purbararang set a they went to a witch and asked her to put a spell on Purbasari. Later, Purbasari had bad skin. There were black dots all over her body. "You are not as beautiful as I am. You cannot be queen. Instead, you have to leave this place and stay in a jungle," said Purbararang.

Purbasari was very sad. Now she had to stay in the jungle. Every day she spent her time playing with some animals there. There was one monkey that always tried to cheer her up. It was not just an

ordinary monkey, he had magical power. And he also could talk with humans. The monkey's name was Lutung Kasarung. He was actually a god. His name was Sanghyang Gurumina.

Lutung Kasarung planned to help Purbasari. He made a small lake and asked her to take a bath there. Amazingly, her bad skin was cured. Now, she got her beautiful skin back. After that, she asked Lutung Kasarung to accompany her to go back to the palace. Purbararang was very shocked. She knew she had to come up with another bad idea. She said "those who have longer hair will be the queen". Then, the skin measured his daughters' hair. Purbasari had longer hair. But, Purbararang did not give up. "A queen must have a handsome husband. If my fiancé is more handsome than yours, then I will be the queen," said Purbararang.

Purbasari was sad. She knew Purbararang fiancé, Indrajaya was handsome. And she did not have fiancé yet. "Here is my fiancé, Indrajaya. Where is yours?" asked Purbararang. Lutung Kasarung came forward. Purbararang was laughing very hard. "Your fiancé is monkey, ha ha ha". Suddenly, Lutung Kasarung changed into a very handsome man. He was even more handsome than Indrajaya. Then, Purbasary became the queen. She forgave Purbararang and her fiancé and let them stay in the palace.

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APPENDIX 7

SECOND TEST

Class   : XI

Petunjuk   :

8. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.

9. Jawablah pertanyaan-pertanyaan di bawah ini berdasarkan teks naratif di bawah ini.

10. Bacalah dengan teliti petunjuk mengerjakan soal.

11. Periksalah pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.

12. Test ini disertakan dengan teksnya secara langsung.

13. Test ini hanya bertujuan untuk mengetahui data dari murid – murid tentang kemampuan murid

    – murid dalam menguasai pemahaman membaca (reading comprehension).

14. Waktu yang tersedia 45 menit.

QUESTION

Question 1-5: This text below is for question number 1 up to 5. And then answer the questions below!

A Mouse and A lion

Once, as a lion lay sleeping in his den, a naughty little mouse ran up his tail, onto his back, up his mane and danced and jumped on his head, so that the lion woke up. Lion angry grabbed the mouse and, holding him in his large claws, roared in anger. 'How dare you wake me up? Don't you know that I am King of the Beasts? Anyone who disturbs my rest deserves to die! I shall kill you and eat you!' The terrified mouse, shaking and trembling, begged the lion to let him go. 'Please don't eat me Your Majesty! I did not mean to wake you, it was a mistake. I was only playing. Please let me go - and I promise I will be your friend forever. Who knows but one day I could save your life?' The lion looked at the tiny mouse and laughed. 'You save my life? What an absurd idea!' he said scornfully. 'But you have made me laugh, and put me into a good mood again, so I shall let you go.' And the lion opened his claws and let the mouse go free. 'Oh thank you, your majesty,' squeaked the mouse, and scurried away as fast as he could.

A few days later the lion was caught in a hunter's snare. Struggle as he might, he couldn't break free and became even more entangled in the net of ropes. He let out a roar of anger that shook the forest. Every animal heard it, including the tiny mouse. The mouse was rushing to the source of its roar and he found the lion was powerless. The mouse then bit the rope that caught the lion so that the lion can escape from the trap. The lions are very grateful to the mouse, and they became friends best forever.

---

1. What is the topic sentence of the first and second paragraphs? 1

2. Why was the Lion very angry to the mouse? 2

3. What is the content of the message in the text? 3

4. 'Oh thank you, your majesty,' <u>squeaked</u> the mouse, and scurried away as fast as he could. The underline word mean? 4

5. What is the moral that we can get from the story? 5

Question 6-10: This text below is for question number 6 up to 10. And then answer the qu estions below!

Aladdin and the Magic Lamp

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladdin. He was a clever boy, but he did not like to work. One day Aladin's mother sent him to the market place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and jewelers. The magician asked Aladdin to go inside the cave and find a magical lamp there. He also gave a ring and said, "If you are in any trouble, rub this ring and a genie will come to your rescue!" Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasures. A few minutes later, he found the lamp and quickly returned to the entrance of the cave. Aladdin called out, "Magician, I have found the lamp." "Excellent," answered the magician. "Quick, pass it to me!" Aladdin did not trust the magician so he said, "Not so fast Magician. You must help me out of this cave first."

The magician became very angry. When Aladdin was walking to the entrance; the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp behind. Aladdin tried to move the rock all by himself, but it was too big and heavy, "Oh no! I am trapped in the cave!" he cried. Suddenly, he remembered the magic ring. He rubbed it with the palm of his hand. To his surprise, a genie appeared before him and in a powerful voice said, "Master, I am the Genie of the ring. How can I help you?" Aladdin was frightened, but he soon found the courage to ask, "Could you please send me back to my house?" In no time at all Aladdin was backing home.

Aladdin took out the lamp. He wondered what would happen if he rubbed it. As Aladdin was rubbing it, all of a sudden another enormous genie stood before him. The genie of the lamp said, "Master, your wish is my command." Aladdin was very excited and wished for an enormous palace and bags full of gold. One day, a beautiful princess was passing by Aladdin's palace. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and Jasmine fell in love each other. She married Aladdin and lived happily.

---

6. What is the topic sentence for first paragraph above? 1

7. Why the magician did become angry? 2

8. What is the problem in this story? 3

9. **I am** trapped in the cave!" **he** cried. (Paragraph 2) the underline words are refers to? 4

10. What is the conclusion of the story above? 5

Question 11-15: This text below is for question number 11 up to 15. And then answer the qu estions

below!

The Boy Who Cried Wolf

There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. It was lonely for him watching the sheep all day. No one was near; except for three farmers he could sometimes see working in the fields in the valley below.

One day the boy thought of a plan that would help him get a little company and have some fun. He ran down toward the valley crying, "Wolf! Wolf!" The men ran to meet him, and after they found out there was no wolf after all, one man remained to talk with the boy awhile. The boy enjoyed the company so much that a few days later he tried the same prank again, and again the men ran to help him.

A few days later, a real wolf came from the forest and began to steal the sheep. The startled boy ran toward the valley, and more loudly than ever he cried, "Wolf! Wolf!" But the men, who had been fooled twice before, thought that the boy was tricking them again. So no one came to help the boy save his sheep.

---

11. What is the text talking about? 1

12. ...his sheep at the foot of a mountain near **a dark forest**. (Paragraph 1) The underline word mean?

4

13. What the young shepherd boy did to get a little company and have some fun? 2

14. What is the content of the message? 3

15. What is the conclution of the story? 5

Question 16-20: This text below is for question number 16 up to 20. And then answer the qu estions below!

The Duck and the Turtle

Two ducks who lived in a big lake had a friend who was a turtle. One year there was a very little rain and the land began to dry up. One of the ducks said to the others, "Soon there'll be no water in this lake". "Yes, answered the second duck, but first let's say goodbye to our friend, the turtle".

When they told the turtle they were going to leave, he said, " I'll die here without any water and without any friends. Take me with you." The ducks answered, "We can't. We are going to fly, and you have no wings." The turtle thought for a minute and then said, "Please wait here." Then he went away and found a strong, straight stick. He bought it back to his friends, put the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in his mouth, you can lift me up and carry me with you."

"There is one danger," said the ducks, " If you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down along way and break your shell." "All right, answered the turtle," I promise not to talk while we're in the air. So the duck took the stick and flew away, with the turle between them. All went well until they were flying over the town. Then some people saw them and shouted, "Look, those ducks are carrying a cat!" The turtle got very angry, "A cat? I'm not..." He said, but he didn't get any further, because when he opened his mouth and teh poor turtle fell to the ground. Then, the turtle died because he didn't do what the duck said to him for do not told while they're in the air.

---

16. Who are the actors in the story? 2

17. What was the text talking about? 1

18. What is the content of the message? 3

19. How to solve the problem who faced by the turle? 5

20. Then he went away and found a strong, <u>straight stick</u>. The underline words mean? 4

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<div align="center">**ANSWER KEY IN SECOND TESTS**</div>

1. **First paragraph**
   Once, as a lion lay sleeping in his den, a naughty little mouse ran up his tail, onto his back, up his mane and danced and jumped on his head, so that the lion woke up. (0,5)
   Second paragraph
   A few days later the lion was caught in a hunter's snare. (0,5)
2. Because a naughty little mouse ran up his tail, onto his back, up his mane and danced and jumped on his head, so that the lion woke up. (1)
3. A little mouse which gives helping for the Lion. (1)
4. Decit/ mencicit. (1)
5. Even a small help would be very meaningful. (1)
6. Once upon a time, there lived a handsome boy in Baghdad. (1)
7. Because Aladdin didn't give the lamp to the Magician. (1)
8. The Magician and Aladdin has fought for getting a curious lamp. (1)
9. Aladdin. (1)
10. Aladdin and Jasmine fell in love each other, and then they married and lived happily. (1)
11. A young boy who has lied and fooled the people about his sheeps. (1)
12. Hutan Gelap. (1)
13. He ran down toward the valley crying, "Wolf! Wolf!" and did it twice. (1)
14. If you often don't tell the truth, people won't believe you even when you are telling the truth. (1)
15. The young shepherd boy has got the punishment for what he has done. (1)
16. The Duck and the Turtle. (1)
17. It is talking about the Turle who didn't do what his friend advised to him to do not told while they were in the air. (1)
18. Someone who has not fulfilled his promise will get the punishment for himself. (1)
19. The turle found straight stick and bought it back to his friends, put the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in his mouth, you can lift me up and carry me with you." (1)
20. Tongkat yang lurus. (1)

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APPENDIX 8

Students' Reading Comprehension Score in Cycle 2[2]

No.	Code	Reading Comprehension score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	AM	3.5	3	3	4	2	15.5	77.5
2.	AI	3	4	3	4	2	16	80
3.	**AE**	**2.5**	**2**	**3**	**4**	**2.5**	**14**	**70**
4.	AF	4	2	3	3.5	3	15.5	77.5
5.	FA	3.5	3	2	3	4	15.5	77.5
6.	FB	3.5	3	3	4	2	15.5	77.5
7.	HS	3	4	3	4	2	16	80
8.	HL	3.5	4	3	4	2	16.5	82.5
9.	**LP**	**2.5**	**3**	**2**	**2**	**4**	**13.5**	**67.5**
10.	MS	3.5	4	2	4	3	16.5	82.5
11.	MR	3.5	4	3	4	3	17.5	87.5
12.	NP	4	3	3	3	4	17	85
13.	NS	3	3	3	4	3.5	16.5	82.5
14.	PM	4	3.5	3	4	3	17.5	87.5
15.	RH	2	4	4	3	3	16	80
16.	**SH**	**2**	**2**	**2**	**4**	**3**	**13**	**65**
17.	SN	3.5	4	3	4	3	17.5	87.5
18.	**TS**	**2**	**2**	**2**	**4**	**3**	**13**	**65**
19.	YL	3	3	3	4	3.5	16.5	82.5
Total score		59.5	60	53	56	55.5	329	1495
Mean		3.13	3.16	2.79	3.71	2.92	15.71	78.68
Percentage								79%

[2] Approved by Co-teacher (Mis. Mayurida Hasibuan, S. Pd) and Observer (Mis. Mayurida Hasibuan, S. Pd).
Bold name that did not pass the KKM (75) in second cycle

APPENDIX 9 answer sheet 2

APPENDIX 10

<div align="center">

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

</div>

Subject Matter : **English**
Class / Semester : **XI**
Days / Date Of : **2015**
Cycles : **I**
Observer/ Co-teacher: Mrs. Mayurida Hasibuan, S. Pd

No.	Students	Activities					
		Students are noisy	Students who move to another chair	Students who ask permission	Students are absent	Students do not finish all the task	Students do not collect the task appropriate the time
1.	AM	✓	X	X	X	✓	✓
2.	AI	✓	X	X	X	✓	✓
3.	AE	X	X	X	X	✓	✓
4.	AF	X	X	X	X	✓	✓
5.	FA	X	X	✓	X	✓	✓
6.	FB	X	X	X	X	✓	✓
7.	HS	✓	X	X	X	✓	✓
8.	HL	X	X	X	X	✓	✓
9.	LP	X	X	X	X	✓	✓
10.	MS	X	X	✓	X	✓	✓
11.	MR	X	X	✓	X	✓	✓
12.	NP	X	X	X	X	✓	✓
13.	NS	X	X	X	X	✓	✓
14.	PM	X	X	X	X	✓	✓
15.	RH	X	X	X	X	✓	✓
16.	SH	X	X	X	X	X	X
17.	SN	✓	X	X	X	✓	✓
18.	TS	✓	X	X	X	✓	✓

19.	YL	X	X	X	X	✓	✓
Total		**5**	**0**	**3**	**0**	**18**	**18**
Condition of the classroom	In this cycle, condition of the classroom was not peaceful. There were 5 students (AM, AI, HS, SN, and TS) who made noisy in class, there was nobody who move to another chair, there were three students (FA, MS and MR) who asked permission, there was no students who were absent, there were 18 (all students except SH) students did not finish all the task, and there were 18 (all students except SH) students who did not collect the task appropriate the time. The students were confused in understanding the guessing strategy procedures. They were low attention to the material.						

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APPENDIX 11

Classroom Arrangement in Cycle 1

Door

WHITE	BOARD

Teacher's
Table

Observer's
Chair

C U R T A I N
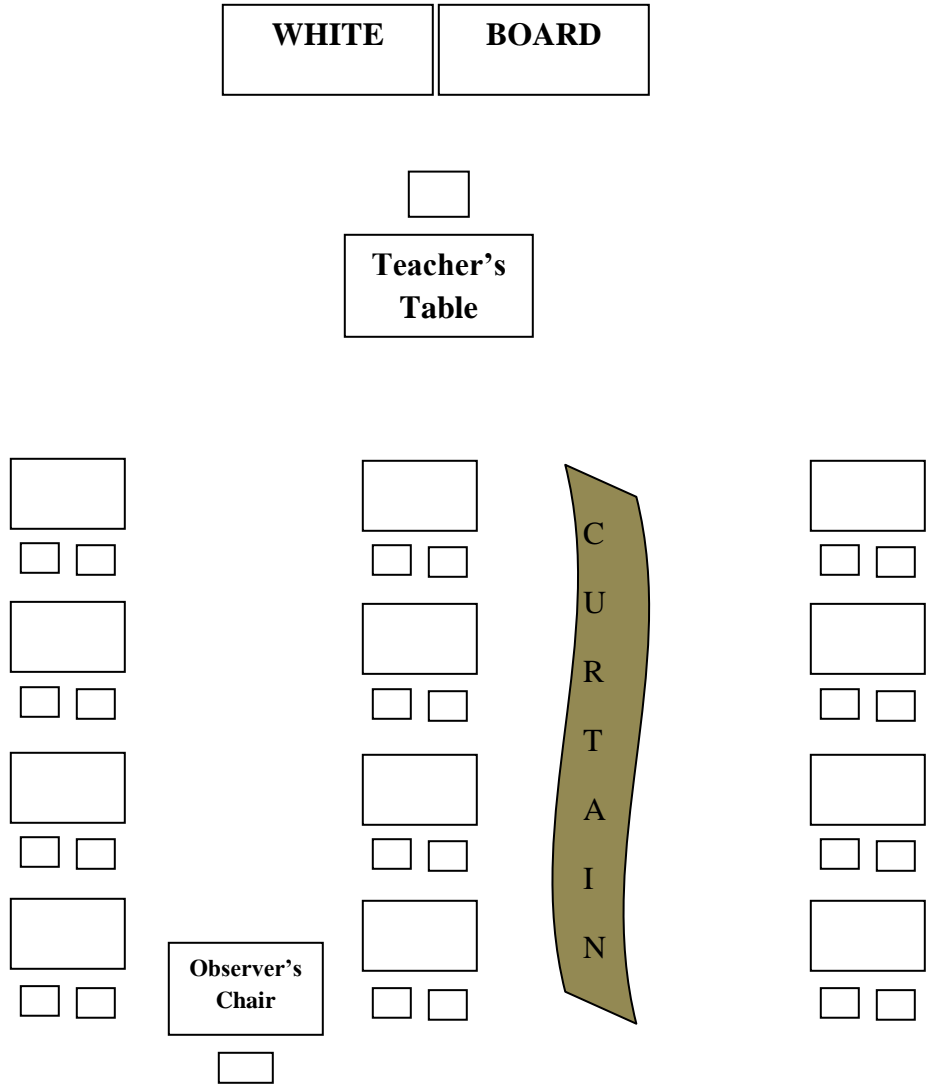
APPENDIX 12

<div align="center">

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

</div>

Subject Matter : **English**
Class / Semester : **XI**
Days / Date Of : **2015**
Cycles : **II**
Observer/ Co-teacher: Mrs. Mayurida Hasibuan, S. Pd

No.	Students	Activities					
		Students are noisy	Students who move to another chair	Students who ask permission	Students are absent	Students do not finish all the task	Students do not collect the task appropriate the time
1.	AM	X	X	X	X	X	X
2.	AI	X	X	X	X	X	X
3.	AE	✓	X	X	X	X	✓
4.	AF	X	X	X	X	X	X
5.	FA	X	X	X	X	X	X
6.	FB	X	X	X	X	X	X
7.	HS	X	X	X	X	X	X
8.	HL	X	X	X	X	X	X
9.	LP	X	X	X	X	X	✓
10.	MS	X	X	X	X	X	X
11.	MR	X	X	X	X	X	X
12.	NP	X	X	X	X	X	X
13.	NS	X	X	✓	X	X	X
14.	PM	X	X	X	X	X	X
15.	RH	X	X	✓	X	X	X
16.	SH	X	X	X	X	X	✓
17.	SN	X	X	X	X	X	X
18.	TS	X	X	X	X	X	✓

19.	YL	X	X	✓	X	X	X
Total		**1**	**0**	**3**	**0**	**18**	**4**
Condition of the classroom		In this cycle, condition of the classroom was peaceful. Eventhough, there was one student (AE) who made noisy, there was nobody who move to another chair, there were three students (NS, RH, and YL) who asked permission, there was no students who were absent, all the students finished all the task, and there were 4 (AE, LP, SH, and TS) who did not collect the task appropriate the time. The most students pay attention and involved more active in learning process. They were enthusiastic to answer the test and applied the guessing strategy.					

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Sojuangon Rambe, S. S, M. Hum.,
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APPENDIX 13

Classroom Arrangement in Cycle 2

Door

WHITE	BOARD

Teacher's
Table

Observer's
Chair

C
U
R
T
A
I
N
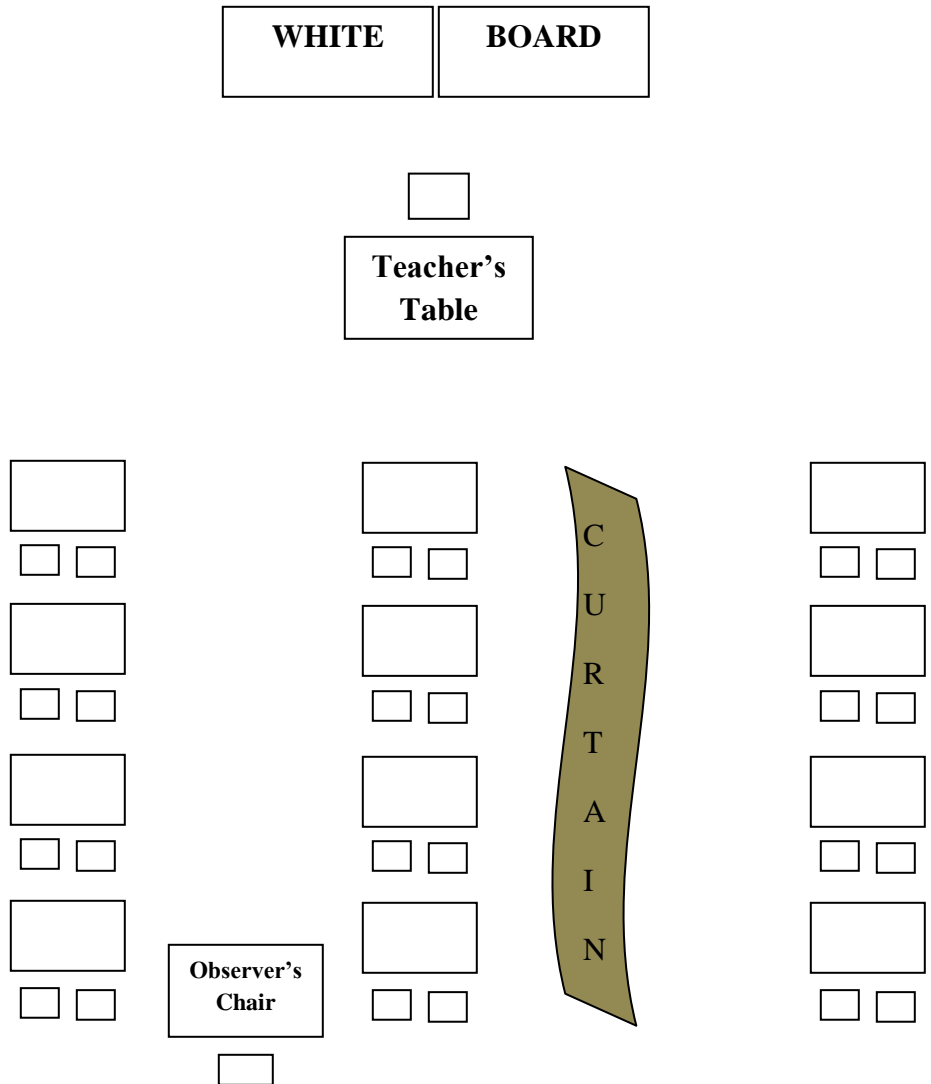
APPENDIX 14

Indicator List of Teacher in Teaching Learning Process in Cycle 1[*]

Physic appearance and written	Checklist	
	Yes	No
1. Dressing cleanly and neatly.	✓	
2. Standing and writing face to students.	✓	
3. Energic and enthusiasm.	✓	
4. Writing and explaining integratedly.	✓	
5. Writing is nice and readable.	✓	
6. Writing is read from the all roomside.		✓
7. Having certain sequence system.	✓	

Sound and classroom management	Checklist	
	Yes	No
1. Audible sound.	✓	
2. Talking intelligibly.		✓
3. Fluently: every word sounded clearly.	✓	
4. Rhythm : it is clear in the important part.		✓
5. Neatness control.		✓
6. Class noise control.		✓
7. Class formation arrangemen.	✓	

Material	Checklist	
	Yes	No
1. Explaining the learning objectives.	✓	
2. Relating to students experience.		✓
3. Explaining the learning benefit.	✓	
4. Relavant to objectives and procedure.		✓
5. Brief presentation.	✓	
6. Detail and united explanation.		✓

Procedure	Checklist	
	Yes	No
1. Explaining learning objectives that targetted.	✓	
2. Explaining language context that targetted.	✓	
3. Drawing seat formation.		✓

[*] **Observed by: Co-teacher (Mrs. Mayurida Hasibuan, S. Pd).**

|		Yes	No
4. Giving worksheet of reading comprehension test to the students.		✓	
5. Giving explanation about worksheet of reading comprehension that will be answered by students			✓
Reinforcement and interaction with students		**Checklist**	
		Yes	**No**
1. Individual performance reward.		✓	
2. Celebration.			✓
3. Stimulating students' responses.		✓	
4. Stimulating students' questions.		✓	
5. Responding students' questions.		✓	

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APPENDIX 15

Indicator List of Teacher in Teaching Learning Process in Cycle 2[*]

Physic appearance and written	Checklist	
	Yes	No
8. Dressing cleanly and neatly.	✓	
9. Standing and writing face to students.	✓	
10. Energic and enthusiasm.	✓	
11. Writing and explaining integratedly.	✓	
12. Writing is nice and readable.	✓	
13. Writing is read from the all roomside.	✓	
14. Having certain sequence system.	✓	
Sound and classroom management	**Checklist**	
	Yes	No
8. Audible sound.	✓	
9. Talking intelligibly.	✓	
10. Fluently: every word sounded clearly.	✓	
11. Rhythm : it is clear in the important part.	✓	
12. Neatness control.	✓	
13. Class noise control.	✓	
14. Class formation arrangemen.	✓	
Material	**Checklist**	
	Yes	No
7. Explaining the learning objectives.	✓	
8. Relating to students experience.	✓	
9. Explaining the learning benefit.	✓	
10. Relavant to objectives and procedure.	✓	
11. Brief presentation.	✓	
12. Detail and united explanation.	✓	
Procedure	**Checklist**	
	Yes	No
6. Explaining learning objectives that targetted.	✓	

---

[*]**Observed by:** Co-teacher (Mr. Syarifuddin Siregar).

	Yes	No
7. Explaining language context that targetted.	✓	
8. Drawing seat formation.	✓	
9. Giving worksheet of reading comprehension test to the students.	✓	
10. Giving explanation about worksheet of reading comprehension that will be answered by students	✓	

| Reinforcement and interaction with students	Checklist	
	Yes	No
6. Individual performance reward.	✓	
7. Celebration.	✓	
8. Stimulating students' responses.	✓	
9. Stimulating students' questions.	✓	
10. Responding students' questions.	✓	

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APPENDIX 16

List of Interview

(Interview in English)

Interview to the students:

W h y	**Identifying Topic Sentence:** 1. Do you wrong to answer the topic sentence and all the answers are the first sentences in the paragraph?	What is your problem?	AM, AI, AE, MR, SH, SN admitted that they difficult in identifying the meaning of words that refers to topic sentence which caused them wrong to answer topic sentences' question items. They reasoned that they considered that the topic sentence is always in the first sentence, so they often confused to find the topic sentence. FB, HL, TS, and YL admitted that they did not understand the meaning of the word which it made them difficult to find the topic sentence. They argued the vocabularies in this text were unfamiliar for them; they considered that if there is a question about topic sentence, the answers of it were always in the first paragraph.
W h y	**Identifying Important information:** 1. Do you wrong to answere the important informations' question items? 2. Do you have the similarity answers with content of messages's answer?	What is your problem?	AM, AI, AE, AF, FA, NP, NS, PM, and SN admitted that their difficulties in understanding the meaning of the words which caused them wrong answered as the important information's. They reasoned that the vocabulary items in those questions are unfamiliar and difficulty to understand. HL, LP, MS, TS and YL admitted that they differentiate between the important information and content of message. They argue the important information is always being content of message. So, they answered the question items for important information was same with content of message.
W h y	**Identifying Content of the message:** 1. Do you wrong to answer the content of messages' question items? 2. Do you have the similary		AF, FB, MR, RH, SN, TS and YL admitted that they difficult to make relationship between the text to their background knowledge for identifying the content of message. By this problem, they argue that all the texts in the test are unfamiliar text or story for them which made them difficult to make relationship among the text to their background knowledge for identifying the content of message.

	answers with the important information?	What is your problem?	AE, AM, AI, FA, HL, HS, LP, MS, NP, SH and PM admitted that they difficult in interpreting what they have read in order to identify the content of message which caused them misunderstanding about content of message. They reasoned that they didn't know what the text was talking about. The sentences in the text have many dialogs among the actors or figures, so it made them difficult to identify the content of message or text.
W h y	**Identifying Meaning of difficult word/ idiom/ phrases in context:** 1. Do you don't answer the question items for concluding the story of the text? 2. Do you translate it based on the dictionary or lexical words?	What is your problem?	AM, FA, FB, HS, NS, PM, RH, and SH admitted that difficult to identify the unfamiliar vocabulary items which caused them didn't answer the question items. They reasoned that the vocabulary items difficult to be translated because they didn't have experience about the vocabulary items or unfamiliar for them. SN, TS, YL, AI, MS, and HL admitted that they difficulty to interpret the meaning of idiom and phrases in the context which caused they don't know how to translate the idiom or phrase in the context and translated it based on the dictionary or lexical words. They argue that the words are confusing to be translated because the words didn't have connection among the phrases itself.
W h y	**Identifying Conclusion of the text:** 1. Do you anwer the question based on your guessing and experience about the topic? 2. Do you answer all the items as the last paragraph?	What is your problem?	AM, AE, FA, and NP admitted that they difficult to conclude the story in the text which caused they answered the question based on their guessing and experience about the topic. They reasoned that by analyzing the structure of the paragraph could be found the conclusion of the text. HL, MS, SH and TS admitted that they did misunderstanding about the conclusions' position which caused they answered all the items as the last paragraph. They reasoned that they considered the conclusion of the text is always in the last of the paragraph or the ending of the story.
W h y	do you make disturbance in the classroom?		AM, AI, HS, SN, and TS made disturbance in classroom because they don't understand the explanation of the researcher. Then, they asked to their friend for explaining which caused they made disturbance. AE made disturbance in the classroom. He asked his friend about the other subject.
	do you asking for permission?		FA said that they went permission because they wanted to go to toilet.
		What	MR and MS said that they went to the office for taking the board maker.

do you move to another chair	is your problem?	-
do not finish all the task		-
do not collect the task appropriate the time		LP and SH said that they did not collect the task appropriate the time because they did not know the answer of the questions and translate the question word firstly. AE and TS did not collect the task appropriate the time because he made disturbance in classroom AE did not collect the task appropriate the time because he asked his friend about the other subject

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Daftar Interview

(Interview dalam bentuk bahasa Indonesia)

Pertanyaan untuk Siswa:

K e n a p a	**Identifying Topic Sentence:** 1. Salah dalam menjawab kalimat topik dan semua jawabannya adalah kalimat pertama dalam paragraph?	Apakah masalah adik?	AM, AI, AE, MR, SH, SN admitted that they difficult in identifying the meaning of words that refers to topic sentence which caused them wrong to answer topic sentences' question items. They reasoned that they considered that the topic sentence is always in the first sentence, so they often confused to find the topic sentence. FB, HL, TS, and YL admitted that they did not understand the meaning of the word which it made them difficult to find the topic sentence. They argued the vocabularies in this text were unfamiliar for them; they considered that if there is a question about topic sentence, the answers of it were always in the first paragraph.
K e n a p a	**Identifying Important information:** 1. Salah menjawab pertanyaan informasi penting? 2. Memiliki jawaban yang sama dengan jawaban untuk pertanyaan *"content of message"*?	Apakah masalah adik?	AM, AI, AE, AF, FA, NP, NS, PM, and SN admitted that their difficulties in understanding the meaning of the words which caused them wrong answered as the important information's. They reasoned that the vocabulary items in those questions are unfamiliar and difficulty to understand. HL, LP, MS, TS and YL admitted that they differentiate between the important information and content of message. They argue the important information is always being content of message. So, they answered the question items for important information was same with content of message.
K e n a	**Identifying Content of the message:** 1. Salah menjawab untuk pertanyan *"content of message"*? 3. Memiliki jawaban yang dengan jawaban untuk pertanyaan *"important information"*?	Apakah masalah	AF, FB, MR, RH, SN, TS and YL admitted that they difficult to make relationship between the text to their background knowledge for identifying the content of message. By this problem, they argue that all the texts in the test are unfamiliar text or story for them which made them difficult to make relationship among the text to their background knowledge for identifying the content of message. AE, AM, AI, FA, HL, HS, LP, MS, NP, SH and PM admitted that they

p a		adik?	difficult in interpreting what they have read in order to identify the content of message which caused them misunderstanding about content of message. They reasoned that they didn't know what the text was talking about. The sentences in the text have many dialogs among the actors or figures, so it made them difficult to identify the content of message or text.
K e n a p a	**Identifying Meaning of difficult word/ idiom/ phrases in context:** 1. Tidak menjawab pertanyaan untuk pertanyaan "*conclusion of the text*"? 2. Mengartikannya bersadarkan kamus?	Apakah masalah adik?	AM, FA, FB, HS, NS, PM, RH, and SH admitted that difficult to identify the unfamiliar vocabulary items which caused them didn't answer the question items. They reasoned that the vocabulary items difficult to be translated because they didn't have experience about the vocabulary items or unfamiliar for them. SN, TS, YL, AI, MS, and HL admitted that they difficulty to interpret the meaning of idiom and phrases in the context which caused they don't know how to translate the idiom or phrase in the context and translated it based on the dictionary or lexical words. They argue that the words are confusing to be translated because the words didn't have connection among the phrases itself.
K e n a p a	**Identifying Conclusion of the text:** 1. Menjawab pertanyaan berdasarkan tebakan dan pengalamanmu sendiri? 2. Menjawab semua pertanyaan dengan kalimat terakhir dalam paragraf terakhir dati teks?	Apakah masalah adik?	AM, AE, FA, and NP admitted that they difficult to conclude the story in the text which caused they answered the question based on their guessing and experience about the topic. They reasoned that by analyzing the structure of the paragraph could be found the conclusion of the text. HL, MS, SH and TS admitted that they did misunderstanding about the conclusions' position which caused they answered all the items as the last paragraph. They reasoned that they considered the conclusion of the text is always in the last of the paragraph or the ending of the story.
K e n	membuat keributan di dalam kelas?		AM, AI, HS, SN, and TS made disturbance in classroom because they don't understand the explanation of the researcher. Then, they asked to their friend for explaining which caused they made disturbance. AE made disturbance in the classroom. He asked his friend about the other subject.
	adik permisi?		FA said that they went permission because they wanted to go to toilet.

a		What	MR and MS said that they went to the office for taking the board maker.
p	pindah ke kursi lain?	is	-
a	tidak menjawab semua pertanyaan?	your	-
	tidak menjawab semua pertanyaan dengantepat waktu?	problem?	LP and SH said that they did not collect the task appropriate the time because they did not know the answer of the questions and translate the question word firstly. AE and TS did not collect the task appropriate the time because he made disturbance in classroom AE did not collect the task appropriate the time because he asked his friend about the other subject

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APPENDIX 17

DOCUMENTATIONS

Teacher was explaining the material

Teacher was explaining the learning benefit.

Teacher was explaining the Guessing Strategy

Student's Seating Arrangement

Co-teacher was observing teacher and students' activities

Teacher was monitoring the students' activities

CHAPTER I

INTRODUCTION

A. Background of the Problem

The one way that we can do to get information is reading. Reading is presented by written form through electronic, paper, book, article, script and others. In other word, it is a tool to give the explanation or description about something. We can read about the all knowledge we want to know. We can read whatever, whenever, wherever, and however we pleases. We can go at our own pace and can slow down or speed up, take intermission, reread, or pause and think at our pleasure where those are as our activities in reading. Moreover, reading serves many purposes such as finding the information, instruction to do something, concluding the information, making the writing, article, paper or others. In short, we can see the important of reading through the discussion below.

First, reading is important to get the information in all aspect. Likewise, it names as the one of information source that Allah SWT, taught to the human for getting the knowledge. In other words, the science has to search as life guidance for be loyal. As Allah SWT, taught us to read the all source of information where

it improve our ability or skill as the tool that we can use to the paradise. Allah SWT. said in Holly Qur'an Al-'Alaq: 96/1-5[1];

اَقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ۝ اَقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝

Meaning: "(1) Read! In The Name of your Lord who has created (all that exists). (2) Has created man from a clot (a piece of thick coagulated blood). (3) Read! And your Lord is The Most Generous. (4) Who has taught (the writing) by the pen. (5) He has taught man that which he knew not.

For instance to know how about Islam, science, society, culture, economy and another aspects we need reading. The author presents the information to the reader who needs knowledge through the written form. It helps the reader who wants to search or know the information and the author who wants to present the information; either it is new information, a research or history.

The students use their background knowledge to understand the other learning by reading other information which prefers by they need. They read the subject and understand it by their information that they have read before, it makes them understand it easily. Again, it makes them develop and conclude the

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[1] Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur'an in the English Language* (Madinah: King Fadh Complex for the Printing of Holy Qur'an, 1454), p. 840.

subject matter which it is studying in their learning process. So, they get the complete information to support them in studying their learning.

Another, reading also helps the students to answer the question that refers to the subject matter they are studying. They search the answer in reading the information about the question they have. Reading gives them much information that they need besides the other way such as interview someone, look for in the internet, in document but it doesn't release from the reading. To sum up, to answer the question that appears in learning process can be exceeded by the reading the other information that refers to the subject matter.

Based on the important of reading above, it is clearly that everyone who wants to get the information details or not it needs reading, to add the knowledge, to answer the question and so on. In contrast, reading is problematic at Grade XI MAS Darul Istiqomah Hutapadang – Pijorkoling either in the aspect of achievement and or process of learning. In this case, it could be seen from the illustration below.

Students' reading comprehension achievement was low. We could see the students' English values in their school report book. Their reading average values of grade X: 60 (12%), grade XI: 65 (7%) and grade XII: 60 (22%).[2] Based on that values we could conclude that their English ability was low includes reading skill. Besides, the researcher interviewed the English teacher in this school; she

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[2] List book of students' value at MAS Darul Istiqomah Hutapadang – Pijorkoling, *private Document*, (MAS Darul Istiqomah Hutapadang – Pijorkoling: November 25th, 2014 at 10:30 am).

said that the students had low values especially in reading comprehension which it was supported by their values in reading test.

Besides, the students got difficulty to get the important information. Getting the important information is often appearing in the examinations especially in reading comprehension where it must be done quickly. In this case, the students considered it took long time to do it quickly. So, it made them difficult to pass the examination and answered another questions.

The last aspect was the students got difficult to comprehend English text. They just read all the word in the text and looked for the meaning of the word in dictionary. After all the word had a meaning based on the dictionary meaning, they translated it by lexicon of the word without necessary the context meaning or real meaning in the text. So, according to their translation, it made them difficult to comprehend the text or it could be said as ambiguity meaning.

In short, these problems above need to solve to overcome the students' problem in reading comprehension. There are some strategies that we can use to improve students' reading comprehension; they are guessing strategy is the strategy of reading to comprehend the text without look for the all word in the text which it uses the linguistic clues and other clues such as use the kinds of transitional expression; semantic mapping or clustering is the strategy of reading by grouping the ideas in a group of knowledge which it organizes students' comprehending of information visually. At the beginning, put the topic at the top or side then make the branch into subtopics or details about it; analyze

vocabulary is a strategy of reading by analyzing the structure of word such as looked for prefixes, suffixes, roots, grammatical, semantic of the word. These strategies can be applied to improve students' ability in reading comprehension practically.

Then, H. Douglas Brown argued that there were some strategies were related to bottom-up procedures and other enhances the top-down processes those could be applied as strategies for reading comprehension, as:

1. Identify the purpose in reading
2. Use grapheme rules and patterns to aid in bottom-up decoding (for beginning level learners)
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
4. Skimming
5. Scanning
6. Semantic mapping or clustering
7. Guessing
8. Vocabulary analysis
9. Distinguish between lateral and implied meaning
10. Capitalize on discourse markers to process relationship[3]

Based on these strategies, the researcher chose guessing strategy as the strategy to improve the students' reading comprehension. It is easy to apply for reading comprehension according to the researcher. The characteristics of the guessing strategy where it was compared with the other strategies focus on reading comprehension will be explained by following sentences.

First, the students needed longer time to comprehend English text as the second language for them. The English text consists of the paragraphs that must

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[3] H. Douglas Brown, *Language Assessment; Principles and Classroom Practices*, (USA: Longman, 2004). p. 291-296.

be comprehended by the students to answer the questions. For that reason, guessing strategy could be applied to get comprehension in reading quickly without translate the meaning of word one by one. Summary, the students got the content of message in the text easily.

Second, comprehending the text is important for the students who want to get the information quickly. The student who focused on finding the meaning of a word could obstruct their comprehension about the text. The meaning of word could be the idioms, the phrases, clauses or the words that they considered were difficult. By the Guessing strategy could be applied to know the meaning of the word for the students by seeing the word after.

Last, in English subject of senior high school there are some variations of genre. Every genre has characteristic in present the sentences like a narrative text uses past, time sequence, continuation, demonstratives acting, pronouns serving and others; procedure text uses enumeration, continuation, addition and others; descriptive text uses demonstratives acting, pronouns serving, apparent contradiction and the other transitional expressions, and so on. Guessing strategy could be applied to all of it, even though to get the content message, know the words' meaning, and infer implied meaning.

As a result, the researcher researched about **"IMPROVING STUDENTS' READING COMPREHENSION THROUGH GUESSING STRATEGY AT GRADE XI MAS DARUL ISTIQOMAH HUTAPADANG**

- PIJORKOLING". This research conducted at this school in a class to improve their ability in reading comprehension.

B. Identification of the Problem

As a result from the background of this research, there are some problems in students' reading comprehension at grade XI MAS Darul Istiqomah Hutapadang - Pijorkoling, were: students' reading comprehension achievement was low, students difficult to get the important information and difficult to comprehend the English text.

C. Focus of the Problem

According to the identification above, the researcher focused the third problems that mentioned before in improving students' reading comprehension by using guessing strategy. This research used classroom action research as the kinds of research at grade XI second semester in academic year 2014/ 2015 MAS Darul Istiqomah Hutapadang - Pijorkoling.

D. Definition of the Key Terms

For instance, there are some terms that used in this research, are:

1. Improving as become or make something or somebody better.[4] It means the situation last tries to be better than the first situation. It can be done by doing it practically or doing something to make the improving in the case of what

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[4] Victoria Bull, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press Fourth Edition, 2008), p. 222.

we want to improve. The way of improving can be more exercises, training, or practice it more and more.

2. Guessing strategy is essential of listening and reading.[5] It helps learners let go of the belief that they have to recognize and understand every single word before they can comprehend the overall meaning. Learners can actually understand a lot of language through systematic guessing, without necessarily comprehending all the details.

3. Students' reading comprehension

   a. Student is a person who is studying at college or university, person is studying at secondary school or person who interested in a particular subject.[6] Usually, it is formal which studying at school or education unit, for the non-formal and informal may be name as a student for private lessons, extracurricular tutorial lessons, and the other places that suitable for doing a teaching and learning.

   b. Reading is a way in which something is understood.[7] Understanding the information through reading is easier than the other way for some people. The printed materials present the information for understanding through reading firstly. It may be better; we have to have a strategy, technique, method or approach in reading according to what we need.

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[5] Rebecca L. Oxford, *Language Learning Strategies; What Every Teacher Should Know,* (New York: Newbury House Publishers, 1990), p. 90.

[6] Victoria Bull, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press Fourth Edition, 2008), p. 441.

[7] *Ibid.* p. 366.

c. Comprehension is ability to understand something.[8] It is an exercise that trains students to understand a language. The ability makes the students get the information completely by assembling the other comprehensions. In the same way, the all information are process in the brain then it is connected by the other information that relate by the other comprehension, after that they compose be the complex information.

In brief, students' reading comprehension is the students' skill or power of MAS Darul Istiqomah Hutapadang - Pijorkoling in reading comprehension. It means ability in reading to comprehend the content message, meaning of a word, and infer implied meaning which relate to the students learning.

E. **Formulation of the Problem**

Based on the previous background, the formulation of the problem can be started are:

1. To what extent does guessing strategy improve students' reading comprehension at Grade XI MAS Darul Istiqomah Hutapadang – Pijorkoling?

2. What factors influence students' reading comprehension by using guessing strategy at Grade XI MAS Darul Istiqomah Hutapadang – Pijorkoling?

F. **Purposes of the Research**

There are two purposes of this research, they are:

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[8] *Ibid.* p. 86.

1. To describe guessing strategy whether it can improve students' reading comprehension at Grade XI MAS Darul Istiqomah Hutapadang – Pijorkoling or not.

2. To identify the factors which influence students' reading comprehension by using guessing strategy at Grade XI MAS Darul Istiqomah Hutapadang – Pijorkoling.

G. **Significances of the Research**

The significances of this research are:

1. Theoretically, this research is needed for the next researcher to study the other subjects especially in language teaching.

2. Practically, the result of this research is expected for the some people as following:

   a. For the English teacher, the result of this research can be useful to help the teacher to get the information and source of teaching in MAS Darul Istiqomah Hutapadang – Pijorkoling Institution, especially in teaching and learning of reading comprehension by using guessing strategy.

   b. For the students, this research can improve their ability in reading comprehension practically. Neither for their learning itself nor for their activities at outside of leaning.

   c. For the headmaster in MAS Darul Istiqomah Hutapadang – Pijorkoling, this research is expected can improve the program of the school by

making this research as a source for the improving the students' reading comprehension to be better learning.

3. The result of the research can be useful for the researcher as an information, source and experience in teaching reading comprehension by using guessing strategy.

4. This research is expected can increase the knowledge and information for everyone who want to research that relate with this research.

H. Indicators of Action

Action research is a process in which individual or several teachers collect evidence and make decisions about their own knowledge, performances, beliefs, and effects in order to understand and improve them.[9] The main reason to do this research is to learn and improve their teaching activities. It means the quality and process of learning result must be improved. The concept this research as the problem was practiced, focused on the process of learning, and did it be suitable by the program of learning.

In action research, the researcher is as the investor, explorer or one of participant of her personal teaching context. As Anne Burns states that action research is part of board movement that has been going on in education generally for some time. It also involves taking a self-reflective, critical and systematic

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[9] L.R. Gay, Peter Airasian, *Educational Research; Competences for Analysis and Application*, (New Jersey: Prentice – Hall, Inc, 2000), p. 593.

approach to exploring the teachers' own teaching context.[10] The main aims of action research is to identify a problematic situation that teachers, students, managers, administrators or event parents that consider worth looking into more deeply and systematically. The term problematic does not mean that the teacher is not competent teacher. The point is that the teacher often sees gaps between what is actually happening in our teaching situation and what we would ideally like to see happening.

In conclusion, action research is the one of research or part of board movement where the individual or several teachers collect evidence and make decisions about their own knowledge, performances, beliefs, and effects in order to understand and also improve students that have been going on in education generally for some time. It is related to the ideas of reflective practice and the teacher as researcher who identities the research topic related to his/ her practice, collects information to investigate the topic, interprets and judges the research results in terms of their meaning for his or her practice. In other word, the indicator of action in this research could be seen from table below:

Table. 1
Indicators of Action

Indicators	
Cycle 1	**Cycle 2**
1. Told the purpose of learning 2. Explained the aim of the research and Guessing	1. Eliminated the problem findings in cycle 1 by motivating, encouraging, controlling and managing the class 2. Gave the text or learning material to the

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[10] Anne Burns, *Doing Action Research in English Language Teaching; A Guide for Practitioners*, (USA: Taylot and Francis, 2010), p. 2.

Indicators	
Cycle 1	**Cycle 2**
strategy to students	student
3. Conducted the Guessing strategy to the students	3. Applied the guessing strategy to the students
4. Gave the times limitation about 45 minutes for guessing	4. Gave the times limitation about 45 minutes for guessing
5. Monitored every step that have planed	5. Asked the students some preview questions before they start reading the text
6. Monitored the times that will be needed in every activity	6. Interrupted the story in the middle to ask for guessing about what will happen
7. Prepared the solution if you get the problem when the action is doing	7. Gave the ending and ask for guessing about the beginning
8. Collected the worksheet of students	8. Gave the students a sentence in the new language and ask them to complete it
	9. Gave the guessing strategy worksheet
	10. Explained to the student to guess better than in the cycle 1
	11. Collected the students' worksheet result

In this case, this research used action research as the types of research to conduct it at MAS Darul Istiqomah Hutapadang – Pijorkoling on April 2015. The sample was XI which consists of 19 students. This research would be conducted in 2 cycles. The data of this research was obtained through planning, acting, observing, and reflecting. The analyzing of data, the researcher analyzed it by using qualitative data and then it would be supported by quantitative data either in calculating the score or the average of the students' values.

I. **Thesis Outline**

Formation of this research could be divided into five chapters. In other words, each chapter consists of sub chapters with detail that would be described in following sentences:

Chapter I introduction that consisted of background of the problem, identification of the problem, focus of the problem, formulation of the problem, definition of the key terms, purposes of the research, significances of the research, and definition of the key terms.

Chapter II consisted of theoretical descriptions which explain about Story Mapping technique, reading comprehension, narrative text, conceptual framework and hypotheses of action.

Chapter III was research methodology, and it consisted of location and Schedule of the Research, Research Design, Participants of the Research, Instrument of Collecting Data, Procedures of the Classroom Action Research, and Technique of Analyzing Data.

Chapter IV consisted of the result of the research. The result of the research consisted of the Findings/ Data Presentation, Discussion, and Threatening of the Action.

Finally, Chapter V was consisted of Conclusion and Suggestion was the researchers' close to end this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Reading Comprehension

a. Definition of Reading

Reading is an activity that done by someone to get information about something. The linguistics state about reading in many ways, such as Albert J. Harris says that reading is the meaningful interpretation of written or printed verbal symbols. It can apply also to the interpretation of mathematical, musical notation, codes, and other symbolic systems.[1] That is to say, it is also explaining or understanding about the sign, mark, and object that present something either that is correct or abstract thing. It helps us to develop the other knowledge or the third other skills which can be separated each other.

Also in the second definition, that reading is a process involving meaning is self-evident, but it can hardly be overemphasized that meaningful response is the very heart of the reading process.[2] It can and should embrace all types of thinking, evaluating, judging, imagining, reasoning, and problem-solving. It is not only are intellectual meanings

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[1] Albert J. Harris, *How to Increase Reading Ability; A Guide to Developmentaland Remedial Methods*, *Fifth Edition*, (New York: David Mckay Company, Inc, 1969), p. 3.
[2] *Ibid.,* p. 3-4.

which involve, but also feelings may be aroused and emotional attitudes may be profoundly altered through reading.

Next, David Nunan argues that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[3] Readers construct new knowledge from their interaction between texts and their own background knowledge. In other word, they integrate it with the text to create the meaning. The strategy and fluency are needed as the abilities to read at an appropriate rate with adequate comprehension. In conclusion, the text, the reader, fluency and strategies combined together define the act of reading.

In addition, reading can be seen as a kind of dialogue between the reader and the text or even between the reader and the author.[4] The elements to do dialogue are the idea or topic, the people who do dialogue (two or more people), the connection between the idea is talking about and so on. As an illustration, the authors give their ideas or statements about something neither it is the result of research nor read many sources. Thus, they present it through written form or printed material in order can be read by the reader. In short, the reading is as the

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[3] David Nunan, *Practical English Language Teaching,* (New York: Mc. Grow Hill, 2003), p. 68.

[4] Patricia Hedge, *Teaching and Learning in the Classroom*, (Hongkong: Oxford Univercity Press, 2000), p. 8.

kind of dialogue between the reader and the author because they have completed or followed the rule to do it.

Last, Wyne Otto at.al, illustrates that reading is must always be a meaning getting process.[5] Generally, the meaning getting process has three phases are, *before reading* as the first phase before the reader starts to read the text, it is as a phase to know or introduce the topic or the idea of a text; *during reading* as the second phase when the reader starts to read the text, it can be the activities during reading the text; and *after reading* as the last phase to get the conclusion what we have read based on our goal to read.

To sum up, reading is a fluent process of readers combining information from a text and their own background knowledge that involve the meaning is self-evident or must always be a meaning process by written or printed verbal symbols. It helps the reader to get the information either to get the new or increasing the information.

b. Kinds of Reading

There are many types of reading, as the following illustrates about it:

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[5] Wyne Otto, at.al, *How to Teach Reading*, (U.S.A: Addison-Wesley Publishing Company, 1979), p. 147.

1) **Silent Reading**

Silent reading is using visual memory and condition of not speaking and a sound track, to train the students to really pay attention in understanding the text. Using visual memory helps the reader to understand or comprehend in reading silent. The situation of the readers either physical or mentally influence the reader concentration in silent reading. It has to concern by the reader to get the complex comprehension in this case.

Furthermore, David Nunan says that reading is primarily a silent activity.[6] The majority of reading that we do will be done silently. When the readers want to read the title book firstly, they will read it silently. For some reader, silent reading is very effective to the comprehensive completely. They consider silent reading helps them to be concentration in reading.

In short, silent reading is the way of reading by silent or without oral in reading which it is using visual memory and condition of not speaking to relay pay attention in understanding of a text. Situation or condition of the reader physically or mentally will influence the quality of readers' comprehension in reading silent.

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[6] David Nunan, *Practical English Language Teaching,* (New York: Mc. Grow Hill, 2003), p. 58.

2) Loud Reading

Loud or oral reading is relatively uncommon in modern language process, this type of reading still important in improving learner's pronunciation.[7] In this modern era, the teachers still believe that oral reading is the best approach for teaching. It helps the reader either in pronunciation or understanding a text, they can do it in the same time.

Thus, Henry Guntur Tarigan states that loud reading is activity to read, using voice and saying the correct intonation, so the listener and the reader can get information like thinking, feeling, attitude, or writer's experience.[8] When the readers take aloud in reading they can give the information which they are reading to the listener. The listeners hear the information without read it again and it trains them in pronunciation or speaking ability.

Last, loud reading is the activity of reading that using voice or pronounce it loudly until the reader and the people at they around listen what they are reading where it is relatively uncommon in modern language process. It helps them increase their ability in pronunciation or speech.

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[7] Bambang Setiadi, *Teaching English as a foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 67.

[8] Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Membaca,* (Bandung: Aksara, 1990), p. 22.

c.   Types of Reading

Albert J. Harris divides the three types of reading as following sentences;

1) Developmental reading
   a) Skill in the mechanics of reading; developing of large sight of vocabulary, development of skill in identifying unfamiliar words, development of good eye movement habits, development of proper habits of posture, holding books, and soon, development of speed and fluency in silent reading, development of oral reading skill, phrasing, expression, pronunciation.
   b) Skill in reading comprehension; acquisition of a rich, extensive, and accurate vocabulary, ability to grasp the meaning of unit of increasing size; phrase, sentence, paragraph, whole selection, ability to find answers to specific questions, ability to select and understand a sequence of events, ability to note and recall details, ability to grasp the organization of the author's plan, ability to follow direction accurately, ability to evaluate what one reads, ability to remember what one has read.

2) Functional reading
   a) Ability to locate needed reading material; use of index, use table of content, use of dictionary, use of encyclopaedia, use of library card files, use of other bibliographic aids.
   b) Ability to comprehend informational material, development of specific skills needed by special subject matter e.g.; reading of arithmetic problems, reading of maps, charts, and graphs, ability to select material needed, ability to organize what is read; ability to summarize, ability to outline.

3) Recreational reading
   a) Development of interest; enjoyment of reading as a voluntary leisure time activity, skill in selecting appropriate reading matter for one self, satisfaction of present interest and tastes through reading.
   b) Improvement and refinement of reading interest; development of more varied reading interest, development of more nature reading interest, achievement of personal development through reading. Refinement of literary judgment and taste; establishment of differential criteria for fiction and

nonfiction prose, and poetry and drama, development of appreciation for style and beauty of language, learning to sect for deeper symbolic messages.[9]

Based on explanation above, there are three types of reading, they are: developmental reading, functional reading and the last is recreational reading. In every types of reading have different comprehension that making the readers active in connecting their prior knowledge with new information based on what they have read.

A teacher of reading wants his/her students to be able to read, to use reading effectively as a learning tool, and to enjoy and appreciate reading. The three types of reading purposes cannot and should not be kept entirely separate. In a developmental lesson students must be read material which is either recreational or functional in character.

d. **Definition of Comprehension**

Comprehension is the process by which a person understanding the meaning of written or spoken language clearly.[10] The process in understanding meaning of written or spoken language has the rules or steps to bring the reader in comprehending. The rules can know the meaning of word, having the background knowledge, knowing the

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[9] Albert J. Harris, *How to Increase Reading Ability; A Guide to Developmentaland Remedial Methods*, *Fifth Edition*, (New York: David Mckay Company, Inc, 1969), p. 9-10.
[10] Richard A. Renandya. *Language Teaching methodology,* (Cambridge: Cambridge University, 2000), p. 24.

implied or implicit meaning, analyzing the purpose of the author, and the other cases.

Besides, David Nunan says that monitoring comprehension is essential to successful reading.[11] The main goal of reading is comprehension absolutely, either for details or not. The reader who has the background knowledge about something, it must comprehend firstly. In other words, it can be said that comprehend something to comprehend another case.

Next, comprehension is the primary purpose for reading to raise students' awareness of main ideas in a text and exploring the organization of a text is essential for good comprehension.[12] The readers who comprehend about the topic, they have gotten the real goal of reading. Getting the main ideas of a text gives the reader a description to infer implied meaning from the text. It can be trough knowing the word meaning or knowing what the content of message in a text is.

Thus, Clark divides two process of comprehension as; *Construction process* as the way learners constructs an interpretation of the sentence from the speakers' words. *Utilization process* which concerned with how the learners utilize the interpretation for further

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[11] David Nunan, *Practical English Language Teaching,* (New York: Mc. Grow Hill, 2003), p. 75.

[12] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (United Kingdom: Cambridge University Press, 2002), p. 177.

purpose for registering new information, answering questions, following orders, registering promises, and the like.[13] It helps to the reader to know what they need to comprehend the information. When they know about their need to comprehend information either it is new information or not, they can get the information that they need easier.

In summary, comprehension is the process in reading which the reader understanding the meaning of written form or printed material where it is the main purpose of reading. It has the ways or the rule that has to reader had to do it easily. Either the situation or condition of the reader in process understanding must be concerned.

e. The Level of Comprehension

Comprehension in reading specially for getting the content of message, the meaning of the words, inferring implied meaning or another has variety of skills. It must be had by the reader to comprehend it easily or may be quickly. Smith in Wayne Otto at, al book divides the level of reading comprehension into four categories, they are:

1) Level 1 – *Literal Comprehension* – getting the direct meaning that has been explicitly stated
2) Level 2 – *Interpretation* - identifying ideas not explicitly stated
3) Level 3 – *Critical Reading* – evaluating what is read

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[13] Clark, Herbet H and Eve V Clark, *Psychology and language: An Introduction tp Psycholingustics,* (New York: Harcourt Brace Javanovich International Edition, 1977), p. 45.

4) Level 4 – Creative Reading – applying ideas read to new situations.[14]

Based on the fourth levels above, it can be seen these levels refer to the kind of response required by the reader. It can be as what the readers do in reading a text. The reader infers interprets, critics, and be creative in reading the written form or printed material.

f. Factors Influencing the Comprehension

There are some factors influence the comprehension, they are;

1) The Rate of Reading
2) The objective of Reading
3) The quality of Reading material
4) The position order of reading material
5) The circumference in reading[15]

The factors above, shows us either quantity or quality of the readers' comprehension to reading material are the important one in reading. By taking note of the fifth factors can give us the improving in comprehension graduate, it may impossible to improve it instantly.

At the same case, Albert J. Harris[16] argues the inability the reader to comprehend well is caused the factors bellow, they are;

1) Intellectual limitation
2) Word recognition difficulties
3) Poor comprehension resulting from inappropriate rate

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[14] Wayne Otto, *How to Teach Reading*, (U.S.A: Addison-Wesley Publishing Company, 1979), p. 153.

[15] Gordon Wainwright, *Speed Reading Better Recalling; Manfaatkan Teknik-teknik Teruji untuk Membaca Lebih Cepat dan Mengingat Secara Maksimal*, (Jakarta: PT. Gramedia Pustaka Utama, 2007), p. 44.

[16] Albert J. Harris, *How to Increase Reading Ability; A Guide to Developmentaland Remedial Methods*, *Fifth Edition*, (New York: David Mckay Company, Inc, 1969), p. 445-447.

4) Poor concentration
5) Difficulties in specific types of comprehension

Much attention to these factors gives us the improving completely in comprehension. In contrast, these factors are the main causes which make the reader inability to comprehend well. In the analysis of comprehension disability, someone has to analyze the reasons for detective understanding and the remedial procedures to do it must be selected accordingly.

g. **Reading Comprehension**

Reading comprehension is complex process involves the exploitation of the other skills or ability either it works or fails.[17] It will work, if the readers apply the effective strategy in contrast it will fail, if the readers don't have the effective strategy in reading comprehension. In other words, it will fail if the readers do not have a strategy to do it.

Others, Reading comprehension is only a subset of an ill-defined larger set of knowledge that reflects the communicative interactions among the intentions of the reader/listener and the context/situation of the interaction.[18] The communication interaction among the intentions of the reader and the context will be connected by the comprehension of

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[17] Gordon Wainwright, *Speed Reading Better Recalling; Manfaatkan Teknik-teknik Teruji untuk Membaca Lebih Cepat dan Mengingat Secara Maksimal*, (Jakarta: PT. Gramedia Pustaka Utama, 2007), p. 42.

[18] Acott G. Paris and Ellen E. Hamilton, *The development of Childrend's Reading Comprehension,* (New York: Taylor and Francis Group, 2009), p. 32.

the reader in reading. If the readers don't get comprehension, this interaction will be fail and useless. We can say that the main goal of reading is comprehension.

Further, Roebl states that reading comprehension is an ability to understand what the readers read where words have context and texts have meaning.[19] The words or text that relate to the context, the reader interprets it firstly to get the factual interpretation or in reading. The readers' background knowledge also helps the reader to get the comprehension in reading.

So, the conclusion in this case, reading comprehension is an ability to understand what the readers read that involves the exploitation of the other skills or ability where there is reflection of the communicative interactions among the intentions of the reader and the context or situation of interaction.

h. The Principles in Teaching Reading Comprehension

David Nunan presents the principles for teaching reading, are;

1) Exploit the reader's background knowledge
   A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text; life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge.

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[19] K. M. Roebl, *Developing Reading Comprehension Skills in EFL University Level Students,* (St. John's University: Taiwan, 2003), p. 177.

Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on. If students are reading on an unfamiliar topic, you may need to begin the reading process by building up background knowledge.

2) Build a strong vocabulary base

There are three questions that enhance the vocabulary instruction, such as; what vocabulary do my learners need to know, how will they learn this vocabulary and how can I best test to see what they need to know and what they now how?

3) Teach for comprehension

In many reading instruction programs, more emphasis and time may be placed on *testing* reading comprehension than on *teaching* readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

4) Work on increasing reading rate

One focus here is to teach readers to reduce their dependence on a dictionary. The Skills such as scanning, skimming, predicting, and identifying main ideas get students to approach reading in different ways. Readers should spend more time analyzing and synthesizing the content of the reading, and not focusing on moving through the passage one word at a time. Part of the joy of reading is being able to pick up a book and comprehend it, without having to struggle through the task of reading.

5) Teach reading strategies

A good technique to sensitize students to the strategies they use is to get them to verbalize (talk about) their thought process as they read. Readers can listen to the verbal report of another reader who has just read the same material, and it is often revealing to hear what other readers have done to get meaning from a passage. I use this technique in my reading classes to get students to become more aware of their reading strategies and to be able to describe what dose strategies are.

6) Encourage readers to transform strategies into skills

An important distinction can be made between strategies and skills. Strategies can be defined as conscious that learners take to achieve desires goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

7) Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklists.

8) Strive for continuous improvement as a reading teacher.

The quality of the individual teacher is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom.[20]

Based on explanation above, many principles in teaching reading comprehension, but the purpose of the experts is same. Principles can be used by teacher to avoid misunderstanding in teaching reading comprehension in the classroom. Therefore, the teacher should know the principles in teaching, especially reading.

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[20] David Nunan, *Practical English Language Teaching,* (New York: Mc. Grow Hill, 2003)*,* p. 74-78.

i.   Reading Evaluation

The skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. There are micro and macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension, as;

The micro skills are;
1) Discriminate among the distinctive graphemes and orthographic patterns of English
2) Retain chunks of language of different lengths in short-term memory
3) Process writing at an efficient rate of speed to suit the purpose
4) Recognize a core of words and interpret word order patterns and their significance
5) Recognize grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralisation), patterns, rules and elliptical forms
6) Recognize that a particular meaning may be expressed in different grammatical forms
7) Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.[21]

The macro skills are;
1) Recognize the theoretical forms of written discourse and their significance for interpretation
2) Recognize the communicative functions of written texts, according to form and purpose
3) Infer context that is not explicit by using background knowledge
4) From described events, ideas, etc, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification

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[21] H. Douglas Brown, *Language Assessment; Principles and Classroom Practices*, (USA: Longman, 2004), p. 187-188.

5) Distinguish between literal and implied meanings
6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.[22]

Next, there are indicators in reading comprehension that want to be developed in expressing the meaning of the words, content of message, and infer implied meaning. The indicators for reading comprehension are the following sentences:

1) Topic sentence

Topic sentence is a sentence that refers to the main idea or message in the paragraph.

2) Important information

Important information is facts or details about the text which it has great effect or value as specific information and a piece of story that refers to accident, behaviour and character of the actors, and the actors of the text.

3) Content of the message

Content of the message is global information that refers to a core of the story and problem in the text.

4) Meaning of difficult word/ idiom/ phrases in context

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[22] *Ibid.* p. 187-188.

Meaning of difficult word/ idiom/ phrases in context is a word or phrase that refers to lexical and contextual meaning, idiom and a pronoun that identifies a subject of the sentence.

5) Conclusion of the text

Conclusion of the text is a sentence that refers to a summary, ending, moral or learning and problems' solving in the story.

In this research, the researcher uses reading text about, *Eliza and Athena, Tangkuban Perahu, The Legend of Toba Lake, and Lutung Kasarung.* The essay test is 20 items for filling reading test. This test must be scored objectively and measured learning out come directly. The indicators for the reading comprehension is scored 1 each indicators. Because, there are 20 items, so the total score for all indicators are 100.

2. Guessing Strategy

Guessing is essential for listening and reading. It helps the learners let go of the belief that they have to recognize and understand every single word before they can comprehend the overall meaning. Learners can actually understand a lot of language through systematic guessing, without necessarily comprehending all the details.

Build guessing skills systematically by leading students step by step through different stages of guessing. Start with global comprehension. To stimulate guessing, the researcher ask the students some preview questions

before they start reading, or interrupt a story in the middle to ask for guess about the beginning. The researcher asks the students which picture corresponds to what they are reading. Alternatively, the researcher gives students a sentence in the new language and asks them to complete it. The researcher also gives them feedback immediately or soon about the correctness or appropriateness of their answers. Then, the researcher and the students discuss the source of the guesses to make the students learn from each other and the researcher knows whether the students are using all possible sources of clues.[23] There are two strategies that relate to guessing strategy which the researcher applies in this research, they are;

a.   Using linguistic clues

Guessing the meaning of the words, content of meaning until in inferring implied meaning, it can apply this strategy. Suffixes, prefixes and word order are useful linguistic clues to gain the knowledge of the language targets, the learners' own language, or some other language. It can provide linguistic clues to the meaning of what is read. Knowledge of the student's own language provides still more clues for understanding material heard in the new language. In the other words, linguistic clues are the bedrock of many correct guesses about the meaning of written passages.

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[23] Rebecca L. Oxford, *Language Learning Strategies; What Every Teacher Should Know*, (New York: Newbury House Publishers, 1990), p. 94.

b.   Using other clues

Some clues are related to language but go beyond and others come from a variety of other sources which are not related to language. It can be a form of address, such as titles or nicknames, help the readers guess the meaning of what they read. It can be indicated of status which it is the aids for understanding the rest of the passage.

Others, text structure such as introductions, summarize conclusions, titles, transitions and ways of dividing the text. It is possible to obtain many clues by noticing the author's structural used of words, phrases, numbers and letters that indicate importance or priority. Graphs, pictures, tables and appendices can help readers get an idea of the meaning.

The procedures which the researcher uses for conducting the guessing strategy are;

1)   *Using Linguistic Clues*

a) Asks the students to find and analyze suffix and prefix and linguistic clues in the text.

b) Asks the students to find the part of linguistic clues in the text.

2)   *Using Other Clues*

a) Asks the students to find the form of address such as titles or nicknames.

b) Asks the students to see the structure of the text such as the Introduction, conclusion, title, Transition, proper name, grape, pictures and table in the text.

c) Asks the students to use their general background knowledge such as about culture, politic, art, or literature.

B. The Review of Related Findings

Related findings which the researcher found in reading comprehension refer to the research that has same strategy. First, Nursalimah Nasution had done researched in IAIN Padangsidimpuan about "Improving Students' Reading Narrative Text Comprehension through Story Mapping Technique at Grade VIII MTsN 2 Padangsidimpuan". She had done two cycles in the class VIII-5 which it had found some problems in the reading comprehension. Students' reading achievement was low, students always felt boring or lazy when they were studying. It could be seen that students did not read the text when teacher was giving the text. Also, students have lack of reading interest and reading motivation. To solve the problem, researcher had done the action by doing group working.

From the research finding and the data analysis on the first cycle of the research, the researcher concluded that it was not satisfying. There were some obstacles happened in this cycle. More efforts would be needed to achieve the goals of the technique applied. The researcher and the observer decided to conduct the second cycle. The reflection of the first cycle was as follows: a)

Analyzing the finding during the action and observation is done, b) Analyzing the weakness of learning process, c) Analyzing teacher progress that using Story Mapping Technique to determine the follow up of activity, d) Reflecting the Story Mapping Technique is done, e) Reflecting the teacher teaching activity, f) Reflecting students learning activity, g) Evaluating or interpreting the data gotten from the class and make any decision for the next meeting.[24]

The second, Indah Permata Sari had done research "Improving Students' Reading Comprehension by Using PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy at Grade VIII SMP Negeri 5 Padangsidimpuan". In first cycle test, she found students' achievement was 68.12. It meant that students' reading comprehension still has problem. The researcher found that students did not understand how supporting sentence was; they did not know where the lie of supporting sentence was; they thought summarizing main point/conclusion was same with supporting sentences; they felt confuse when they would answer the question because many statements are almost same and only had little different from the text; they did not know what the meaning is from the word; they forgot to bring the dictionary.

Then, the researcher continues to the second cycle. In second cycle, it was obtained the students' mean score was 83.12. It achieved the standard minimum score of this school. Researcher and the collaborator concluded that the problems

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[24] Nursalimah Nasution, "Improving Students' Reading Narrative Text Comprehension through Story Mapping Technique at Grade VIII MTsN 2 Padangsidimpuan", (Unpublished Thesis), (Padangsidimpuan: IAIN Padangsidimpuan, 2015), p. 88.

were solved well. Students could solve the problems in identifying main idea, supporting sentence, summarizing main point/conclusion, exclude facts and vocabulary in context by using PQ4R strategy successfully.[25]

Summary, these researches are not yet found the same research with the researcher research for this now, especially for improving students' reading comprehension through guessing strategy. In other that, this research can increase the research in reading comprehension as a guidance or completeness to do a research in the next time.

C. The Conceptual Framework

The below scheme illustrates the conceptual in doing this research, as:

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[25] Indah permata Sari, "*Improving Students' Reading Comprehension by Using PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy at Grade VIII SMP Negeri 5 Padangsidimpuan*", *(Unpublished Thesis)*, (Padangsidimpuan: IAIN Padangsidimpuan, 2014), p. 93.

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┌─────────────────────┐   ┌─────────────────────┐   ┌─────────────────────┐
│  Students' reading  │   │  Difficult to get the│   │Difficult to comprehend│
│   comprehension     │   │ important information│   │    the English text │
│  achievement is low │   │                     │   │                     │
└─────────────────────┘   └─────────────────────┘   └─────────────────────┘
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Guessing Srategy

Cycle 1

1. Planning
2. Acting
3. Observing
4. Reflecting

Cycle 2

1. Planning
2. Acting
3. Observing
4. Reflecting

1. Reading comprehension achievement is high or improves
2. Get the important information easily and quickly
3. Comprehend the English text easily and quickly
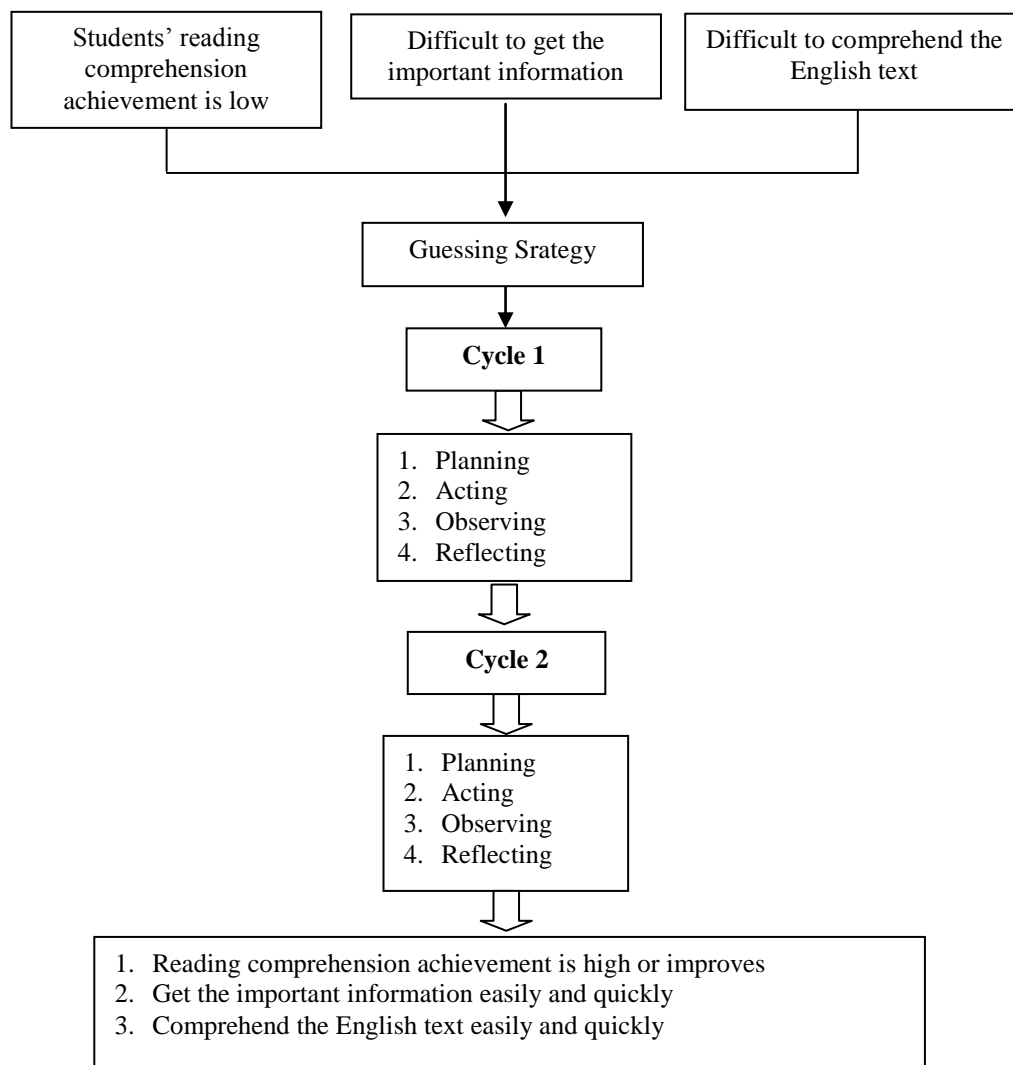
Figure 1: Research Conceptual Framework

This scheme illustrates the chronology of this research. It starts from the students' problems, the solution to solve these problems, how the research is will be done or conducted, what is the result of the result. It also helps the researcher to do this research easier.

D. Hypothesis of the Action

The hypothesis of this research was: "Guessing Strategy Improves Students' Reading Comprehension at Grade XI MAS Darul Istiqomah Hutapadang - Pijorkoling".

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Location and Schedule of the Research

This research conducted in MAS Darul Istiqomah Hutapadang –
Pijorkoling. This school developed Islamic value in the circle, the rule of
wearing clothes, attitude and behaviour either in the circle of students or the
teacher inside. The classes of male and female students were joining
together. The attribute or accessories of the class was full of Islamic culture.
This school there was in a village where it was about 2 kilometres from the
crossroad to get the mini transport, in the Abror/ Pulau Bauk Street km. 10
Hutapadang – Pijorkoling, Padangsidimpuan city. This school was near to
the settlement of society; in the outside this school was rounded of barbed
wire about 2 meter and kinds of three.

The time for the research conducted on November 2014 - July 2015.
Every two weeks, it took 1 cycle or two meetings. Because there was two
cycles so, the time was taken about two weeks.

2. Research Design

Classroom action research was the kind of research to apply this
research. It is one of the researches that are done in the classroom directly. It
improves the students' ability by using an approach, strategy, technique, and

another way to make an improving. According to Michael J. Wallace said that it is focused on individual or small group professional practice and it is not concerned by making general statement.[1] This research had a good planning to improve the students' reading comprehension. In conclude, the planning to improve the students' reading comprehension in this research was planned before this research was started. By doing classroom action research, every student's ability could be improved because it is focused on individual or small group.

Another statement from Rochiati Wiratmaja argues that classroom action research is a research, which is combined the procedure in substantive action, be inquiry discipline or someone's effort to understand what was happening while include in the improving and changing.[2] This research needs an effort or inquiry discipline to understand the procedures in conducting the strategy to reach the goal of this research. So, this research needs a good action to do this research easier. When the researcher do the action to apply the planning of this research, it needs the attentive and accuracy to do it.

Thus, Loraine Blaxter et. al, argue that classroom action research is an increasingly popular approach among small-scale researchers in social sciences, in particularly for those working in professional areas such as

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[1] Michael J. Wallace, *Action Reseach for Language Teacher*, (USA: Cambridge Univercity Press, 1998), p. 18.

[2] Rochiati Wiratmaja, *Metode Penelitian Tindak Kelas*, (Bandung: Rosda, 2005), p. 11.

education, health and social care.[3] It is well suited to the needs of people conducting research in their workplaces, and who have a focus on improving aspects of their own and their colleagues' practices. For example, the teacher who is concerned to improve performance in the classroom may find action research useful because it offers a systematic approach to the definition, solution and evaluation of problems and concerns.

Classroom action research is also focused on to solve the problem in the school, class, teacher, students or other case that include in education. As Geoffrey E. Mills states that classroom action research is any systematic inquiry conducted by teacher researcher, principles, school counsellors, or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operate, how they thought, and how well their students learnt.[4] In conducting this research, the researcher has to investigate every student to collect the information about the process of learning that is done by teacher suitable to the action that have arranged before. In short, the teacher as the observer does the systematic inquiry to look or observe the process of learning that is doing by the researcher. After that, the researcher and the teacher do the reflection to look every weakness in doing the action.

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[3] Loraine Blaxter et.al, How To Research; Second Edition, (Philadelphia: Open University Press, 1945), p. 67.

[4] Geoffrey E. Mills, *Action Research a guide for The Teacher Researcher*, (New Jersey: Prentice Hall, 2000), p. 6.

In summary, Classroom Action Research has four steps, they are: Planning, acting, observating, reflecting. Planning is the step that has some activities such as first reflecting is the activity to identify the problem where the teacher or researcher feels in learning process as the responsibility for his/ her work; first study is the instruction process and analyze the research that is done to get the insight deeply about the result of firs reflection and planning the doing of action research.

Next, in acting, the researcher applied the action or conduction to resolve the problem that is arranged in planning. The third was observating, the researcher collect the data, look and write every action of teacher in every cycle directly. The last was reflecting, the researcher proposed what have done, introspected, and searched the problems or mistakes what have done. The following figure would be given the illustration for the explanation above:

```
   ┌──────────────┐                              ┌──────────┐
   │   Reflect    │──────────────┐               │   Plan   │
   └──────────────┘              │               └──────────┘
       ╭──────────────╮          │
       │   CYCLE I    │          │
       ╰──────────────╯          ↓
   ┌──────────────────┐       (Act and Observe)
   │ Act and Observe  │◄──────
   └──────────────────┘
```
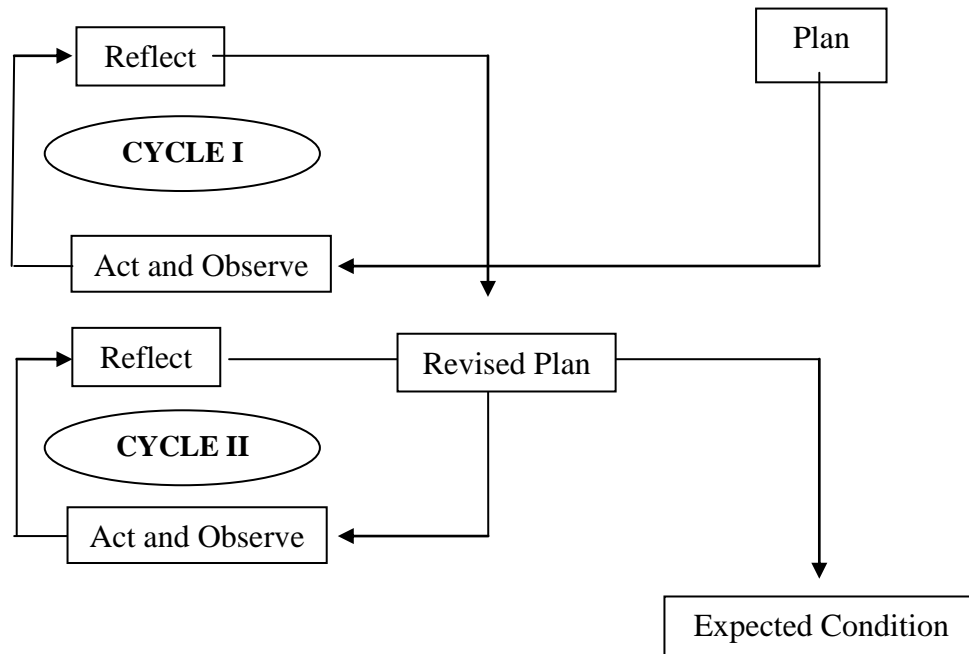
Figure 1: Action Research Spiral by Kemmis[5]

3. Participants

The participant of this research was the Grade XI of MAS Darul Istiqomah Hutapadang – Pijorkoling. In this school there was only one class for the Grade XI, in short this class was the only one that the researcher got for conducting the research. Besides that, this class had a problem in English matter either in the sending of theory or in the practice.

4. Instrument of Collecting Data

Instrument is the tool to collect the research data where it is also named as the technique for collecting the data. According to Suharsimi Arikunto states that the instrument for collecting data is classified in two

[5] Anne Burns, *Doing Action Research in English Language Teaching,* (New York: Routledge, 2010), p. 9.

major categories as test and non-test. In contrast, in this research choose the test as the instrument, because this research needs to test the students' ability especially in reading comprehension after conducting the guessing strategy.

In this research, the researcher used three instruments of collecting data as below:

a. **Test**

Test is used to know the ability of students where it is sequence of question or practice that will be used for surveying the skill, intelligence, knowledge or trail that is owned by individual or group. As Brown defines "test as a method of measuring a person's ability; knowledge or performance in a given domain".[6] In short, this research the form of test was essay test. The test consisted of 20 items by 5 indicators for reading comprehension. Each items got value 1. The indicator and score could be seen in the following table.

Table. 2
Indicators of Reading Comprehension

No.	Indicators	Items	Score	Mean Score
1)	Topic sentence	4	4 items	20
2)	Important information	4	X 5	20
3)	Content of the message	4	score	20
4)	Meaning of difficult word/ idiom/ phrases in context	4		20
5)	Conclusion of the text	4		20
Total		20		100

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[6] H. Douglas Brown, *Language Assessment,* (San Francisco: Longman, 2004), p. 3.

Table. 3
Score of the Test Result

No.	Range of Real Score	Category
1)	80 – 100	Very Good
2)	70 – 79	Good
3)	60 – 69	Enough
4)	50 – 59	Low
5)	0 – 49	Fail

Reading test is to collect data that needed for the students' achievement in reading comprehension. In the first cycle, the researcher taught reading comprehension by using Guessing strategy. The researcher gave some recount texts and explained about how to identify topic sentence, important information, content of the message, meaning of difficult word/ idiom/ phrases, conclusion of the text by using Guessing strategy. The researcher gave the time to the students to read the recount text. Then, the researcher gave first test consists of 20 questions (every question consist of indicator of reading test) in essay test form.

In the second cycle, the researcher taught reading comprehension by using Guessing strategy. The researcher gave the time to the students to read the recount text. Then, the researcher gave second test consists of 20 questions (every question consist of indicator of reading test) in essay test form. The assessment of the test was focused on the topic

sentence, important information, content of the message, meaning of difficult word/ idiom/ phrases, conclusion of the text.

b. Observation

The other instrument to get the data in this research was observation where it needed to get information about phenomenon that occurs in learning – teaching process, by doing observation and recording toward visible phenomenon systematically. There were some kinds of observation; they are behaviour checklist, observation notes, reflective observation, analytical observation, and narrative observation. But in this research, the researcher used observation notes in application. As Anne Burn states that observation notes is a simple form and the data are not counted but using note to describe what happened in the classroom.[7] The researcher observed students' activities and teachers' activities during the teaching-learning process and the factors which influenced the teaching-learning process.

Sum up, the indicators for the observation in this research whether it's for teachers' or students' activities, they are:

Table. 4
Indicators of Observation

Indicators	
Teachers' Activities	**Students' Activities**
1) Physic appearance and written	1) Students are noisy
a) Dressing cleanly and neatly.	2) Students who

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[7] Anne Burns, *Doing Action Research in English Language Teaching,* (New York: Rout ledge, 2010), p. 67.

Indicators	
Teachers' Activities	**Students' Activities**

b) Standing and writing face to students.
  c) Energise and enthusiasm.
  d) Writing and explaining integratedly.
  e) Writing is nice and readable.
  f) Writing is read from the all room side.
  g) Having certain sequence system.
2) Sound and classroom management
  a) Audible sound.
  b) Talking intelligibly.
  c) Fluently: every word sounded clearly.
  d) Rhythm: it is clear in the important part.
  e) Neatness control.
  f) Class noise control.
  g) Class formation arrangement.
3) Material
  a) Explaining the learning objectives.
  b) Relating to students experience.
  c) Explaining the learning benefit.
  d) Relevant to objectives and procedure.
  e) Brief presentation.
  f) Detail and united explanation.
4) Procedure
  a) Explaining learning objectives that targeted.
  b) Explaining language context that targeted.
  c) Drawing seat formation.
  d) Giving worksheet of reading comprehension test to the students.
  e) Giving explanation about worksheet of reading comprehension that will be answered by students
5) Reinforcement and interaction with students
  a) Individual performance reward.
  b) Celebration.
  c) Stimulating students' responses.
  d) Stimulating students' questions.
  e) Responding students' questions.
	move to another chair
	3) Students who ask permission
	4) Students are absent
	5) Students do not finish all the task
	6) Students do not collect the task appropriate the time

c. **Interview**

The third instruments were interview where it was a technique of

collecting the data by using oral communication or a media to be

certain. It could correct the data or information that got after doing test,

conducted the strategy and the others activity. The data where had gotten could be larger. The interviewer could explain the confusing case during doing interview. But, the weakness was there will be influence of situation or condition in interview process.

According to Hornby states "interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/ she is suitable for job or study".[8] The researcher asked the English teacher, students and the other information that interlocked with this research to get the supporting data.

There were some data that was taken in interview or it could be said as indicators of interview, as follow:

Table. 5
Indicators of Interview

No	Indicators
1)	What are your difficulties in identifying the topic sentence
2)	What are your difficulties in identifying the important information
3)	What are your difficulties in identifying the content of the message in the text
4)	What are your difficulties in identifying the meaning of difficult word/ idiom/ phrases in context
5)	What are your difficulties in identifying the conclusion of the text
6)	Why don't you finish your task
7)	Why don't you collect your task appropriately
8)	Why do you make disturbance in the classroom
9)	Why do you often get permission

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[8] A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition,* (New York: Oxford University Press, 2005), p. 788.

5. Procedure of the Classroom Action Research

The pattern or model of doing this research was based on Kemmis pattern where it was used to make easy in communicating or as the guideline to arrange the planning for action this research. The model was described in the following figure:
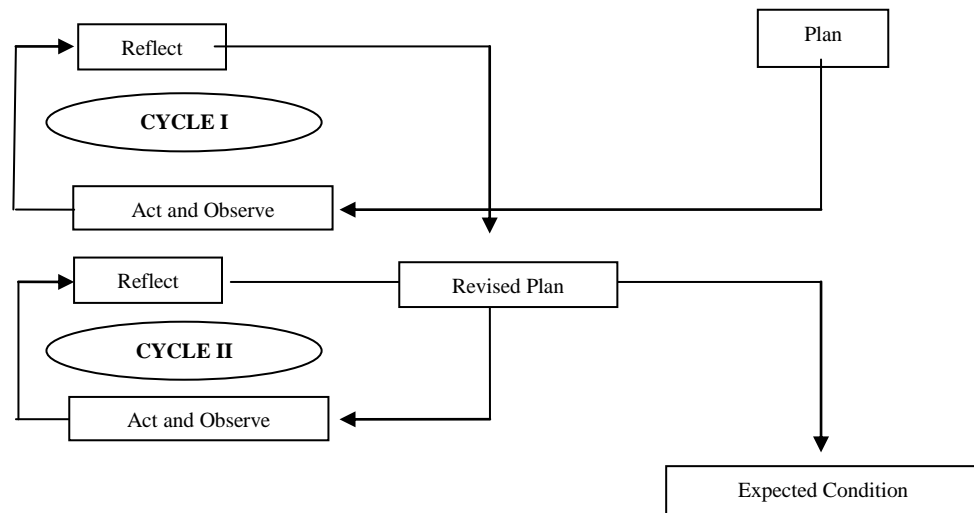
Figure 3: Action Research Spiral by Kemmis[9]

In this research the researcher applied two cycles. Each cycle consisted of two meetings with 90 minutes for each meeting. In short, there were four meetings during research process. Then, each cycle consisted of four steps, as; planning, acting, observing and reflecting. According to the illustration above, in cycle 1, the students' reading comprehension was measured and their problems in reading comprehension also were analyzed. In the second cycle, the students' would be easy to understand, to get

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[9] Anne Burns, *Doing Action Research in English Language Teaching,* (New York: Routledge, 2010)*,* p. 9.

important information and to comprehend English text in reading comprehension. It could be seen in the following illustration:

Cycle 1: in the cycle 1 the procedures of research were conducted for two meetings, here were the procedures:

a. **Planning**

1) Made the lesson plan that consists of action step

2) Made the learning planning approaching by using Guessing strategy

3) Prepared the test as the instrument for collecting data in reading comprehension

4) Discussed how is the procedure to apply Guessing strategy in reading comprehension

5) Prepared all the material that will be needed in the teaching learning process, as: lesson plan, media, value criteria and others.

b. **Acting**

1) Told the purpose of learning

2) Explained the aim of the research and Guessing strategy to students

3) Conducted the Guessing strategy to the students

4) Gave the times limitation about 45 minutes for guessing

5) Monitored every step that have planed

6) Monitored the times that will be needed in every activity

7) Prepared the solution if you get the problem when the action is doing

8) Collected the worksheet of students

c. Observing

1) Discussed the observations planning with the English teacher

2) Observed the researcher conducting in every cycle in learning process directly

3) Collected the information about students' attitude in discussing activity or following the learning process

4) Got the data or information about the situation or condition in learning process

d. Reflecting

1) Analyzed the data that had got

2) Analyzed the weakness and researcher action in conducting the guessing strategy

3) Reflected the guessing strategy that is used

4) Reflected on the teacher teaching activity

5) Reflected the students learning activity

6) Evaluated or interprets the data that have gotten from the class and make the next planning for the next meeting.

Cycle 2: in the cycle 2, the researcher evaluates all the activity in first cycle and repairing the problem. Conducted two meetings and every meeting done ninety minutes, as follow:

a. **Planning**

1) Analyzed the reflection result in the first cycle

2) Prepared all the materials, such as lesson plan, instrument, and observation of teacher and students' activity that would be needed in the teaching-learning process for the third and fourth meetings

3) Encoded the problem and progress in the learning process.

b. **Acting**

1) Eliminated the problem findings in cycle 1 by motivating, encouraging, controlling and managing the class

2) Gave the text or learning material to the student

3) Applied the guessing strategy to the students

4) Gave the times limitation about 45 minutes for guessing

5) Asked the students some preview questions before they start reading the text

6) Interrupted the story in the middle to ask for guessing about what will happen

7) Gave the ending and ask for guessing about the beginning

8) Gave the students a sentence in the new language and ask them to complete it

9) Gave the guessing strategy worksheet

10) Explained to the student to guess better than in the cycle 1

11) Collected the students' worksheet result

c. **Observing**

    1) Monitored the teaching learning by using guessing strategy

    2) Recorded the different is being

    3) Discussed the problem in the process of teaching and learning and finds the solutions.

d. **Reflecting**

    1) Analyzed the weakness and the teacher progress when guessing strategy has conducted.

    2) Reflected the teaching and learning result of the researcher and students by using the guessing strategy

    3) Evaluated or interprets the data that had gotten from the class

6. **Technique of Analysis Data**

In this research the, the technique for analyzing data used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text. It involves preparing the data analysis conducting different analysis, moving deeper into understanding of the larger meaning of the data. The qualitative data is used to analyze from the observation sheet. And then, Quantitative analysis to analyze the score of students in every their worksheet by using reading comprehension test.

To know the means of students' score for each cycle, the researcher applied the following formula, as:

$$X = \frac{\sum x}{N} \text{ X } 100 \text{ \%}$$

Explanation:

X   : The mean of the students

$\sum x$: The total score

N   : The number of the students

The percentage of the students' achievement in reading through guessing strategy was calculated by applying the following formula:

$$P = \frac{R}{T} \text{ X } 100 \text{ \%}$$

Explanation:

P: the percentage of the students

R: The number of students

T: The total number of students.

To test the significances of data, the researcher used t-test for two small samples. The formulation of t-test as follow:[10]

$t = \dfrac{M_D}{SE_{MD}}$

M_D = Mean of difference

$M_D = \dfrac{\sum D}{N}$

$\sum D$ = Number of difference Score between Second Test and First Test

$D = X - Y$

N = Number of Students

$SE_{MD} = \dfrac{SD_D}{\sqrt{N-1}}$

SE_{MD} = Standard Error from Mean of Difference

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[10]Anas Sudijono, *Pengantar statistik Pendidikan,* (Jakarta: PT Rajagrafindo Persada, 2008), p. 305-306.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

SD_D = Standard Deviation from the difference score between First Test and Second test.

After calculating and scoring students' answer sheets, their score were consulted based on the classification quality as the table below:

Table. 6
The Classification Quality of Students Score[11]

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

The criteria of students' value in reading comprehension test are the following sentences. After the researcher found the mean scores of all students, it was consulted to the criteria as follows:

a. If the value of mean score 81 – 100%, it can be categorized into very high
b. If the value of mean score 61 – 80%, it can be categorized into high
c. If the value of mean score 41 - 60%, it can be categorized into enough
d. If the value of mean score 21 - 40%, it can be categorized into low
e. If the value of mean score 0 - 20%, it can be categorized into very low [12]

The other technique as qualitative data used for describing the situation during the teaching process. In analyzing qualitative data, the

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[11] A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition,* (New York: Oxford University Press, 2005), p. 788.

[12] Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula* (Bandung: Alfabeta, 2005), p. 89.

researcher followed the technique that developed by Gay and Airasian which consists of five steps as follows:

a. Data managing

In this step involves creating and organizing the data collected during the research in a form that facilitate analysis. The purpose of data managing is to organize the data and to check for completeness, and to start analyzing the data.

b. Reading

In this step concerns with reading the data recorded in the field notes, transcription of the interview data and observation sheets in order to get an explanation of the data.

c. Description

In this step is devoted to address the issue on what happen in the field based on the collected data.

d. Classifying

The classifying step concerns in grouping every small pieces of data into larger categories, in order to make explanation or meaning and to find the connection among the data.

e. Interpreting

In this step, data is interpreted based on the connections, common aspects, and relationship among the data pieces, categories and patterns.[13]

In short, these steps are very useful for analyzing data accurately. The researcher will be easier to get the interpreting the data after doing these steps one by one. The relationship among the data pieces, categories and pattern give the researcher pictures to show the result of the research.

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[13] L. R. Gay and Peter Airasian, *Educational Research; Competences for Analysis and Application*, (New Jersey: Prentice – Hall, Inc, 2000), p. 240 – 249.

CHAPTER IV

RESEARCH RESULT

Research result is the important things that present the quantitative and qualitative data of Classroom Action Research (CAR) in term of triangulation. It discussed the way to improve students' reading comprehension by using Guessing Strategy at Grade XI MAS Darul Istiqomah Hutapadang – Pijorkoling in academic year 2014/ 2015. In this chapter presented the finding/the data presentation, the data discussion, and threats of the research.

A. **Findings**

1. **Students' Achievement**

   The conduction for this research was two cycles. Each cycle consisted of 2 meetings which it was about 90 minutes for each meeting; there was 180 minutes for each cycle. Then, each cycle consisted of four stages they were planning, acting, observing and reflecting. In this section would described learning process and students' achievement in cycle 1 and cycle 2.

   a. **Cycle 1**

      1) **Learning Process of cycle 1**

         The learning process is the series of things that were done in order to achieve something that was expected in this research. This section would describe the learning process and the activity of

researcher as the conductor in cycle 1. Description of learning process and teachers' activity had seven criteria. They were teachers' physical performance, whiteboard writing, Explanation process, teaching procedure, classroom interaction, and classroom management. Sum up, the following were the explanations of them.

Teachers' physical performances were ways of teachers' performing depend on her physical for doing the teaching – learning process. First, teacher dressed gray by flower design, gray veil, black skirt, and dressed cleanly and neatly. Second, teacher didn't use shoes but sock when teaching in class. Third, teacher stood and wrote by face to the students. Fourth, teacher taught the learning loudly and enthusiastically. Last, teacher always gave her smile for the students.

Teachers' writing on whiteboard was teachers' way to explain, give instruction, clarify the information and give the new vocabulary. First, the teacher faced to the students when she wrote on the whiteboard. Second, teachers' writing was nice and readable. Third, teachers wrote the numbering and bullet in every section for students' understanding easily.

For the explanation process was series of things that are done in order to explain material or strategy that would be learned. First, teacher explained the purpose of the learning outcome. It

meant the teacher explained the aims of learning topic, the material that would be taught by the teacher. Second, teacher connected learning material to the students' experience by using guessing strategy. Third, teacher's explanation was relevant to objectives and procedure. In other words, explanation of teacher was appropriate the objective and procedure of learning. Last, teacher asked all the students to participate in teaching process and set down its result on paper that would be provided.

Teaching procedures were the proper way of doing or applying the guessing strategy by the teacher to the students. First, teacher explained learning purpose that targeted. It meant the teacher explained the objectives of learning material by using guessing strategy. Second, teacher explained the aim of the research and guessing strategy. Third, teacher asked the students to find and analyze the suffixation and the key words in the text. Fourth, teacher asked the students to find the part of the linguistic clues in the text. Fifth, teacher asked to find the *address* word such as title and nickname. Sixth, teacher asked the students to pay attention the structure of the word as *introduction, conclusion, title, transition, proper names, graphic, pictures,* or *table* in the text. Seventh, teacher asked the students to use their background knowledge in reading the text. Eleventh, teacher gave the students the text and

some questions to the students. Ninth, teacher gave the students task to read a text by using guessing strategy.

Teacher's reinforcement was the actions by the teacher to make the students be motivated and enthusiast in teaching – learning process. First, teacher asked students to yell "English is fun" – "yes" in pre - teaching, to make them enthusiast in learning process. Second, teacher gave feedback to the students such as; said "excellent", give applause and good job for the students who answered the teachers' question correctly. In other ways for the students who got wrong in answering the questions, teacher said "it could be" and asked the other students to help or revise the students' wrong in answering the question. Third, teacher gave students to write their answers on the whiteboard. It made them be active and enthusiast in following the class activity.

Classroom interactions were ways of the teacher and students work together in class where they gave feedback to each other actively. In the first cycle, teacher applied teacher to students in classroom interaction. First, teacher explained the material clearly. Second, teacher asked them to pay attention while the teacher was explaining the material. Third, teacher walked around the class for checking students' activities while students answered the question from the teacher. All these activities were teacher to

student's classroom activity.

Classroom management was the strategies used by teacher in organizing the classroom, learning and students. First, for seating arrangement, teacher asked them to be consistent on their seating (don't move wherever or whenever they want) while teaching - learning process was going on. Their seating lined up in columns that were perpendicular to the front wall of the room. The women and men splinted up by a curtain where the women were in right side and the men were left side of the teacher. Second, teacher walked around the class for checking learning and providing support as necessary. Last, teacher evaluated their understanding about the material that had learned by asking some questions.

2) **Students' reading comprehension score of cycle 1**

Researcher analyzed the students' achievement based on their reading comprehension activity using guessing strategy in the test that has given. Below the students' reading comprehension score in the first cycle;

Table. 7
Students' Reading Comprehension Scores in First Cycle[1]

No.	Code	Reading Comprehension Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	AM	3	2	2	1	3	11	55

[1] Approved by Co-teacher (Mis. Mayurida Hasibuan, S. Pd) and Observer (Mis. Mayurida Hasibuan, S. Pd).

No.	Code	Reading Comprehension Score					Total	Score (Total X 4)
		1	2	3	4	5		
2.	AI	3	3	2	1	3	12	60
3.	AE	2	2	2	1	3	10	50
4.	AF	2	2	3	1	3	11	55
5.	FA	3	3	2	1	3	12	60
6.	FB	3	2	3	1	2	11	55
7.	HS	2	3	2	3	3	13	65
8.	HL	2.5	3	2.5	2	3	13.5	67.5
9.	LP	3	2	2	3	1	11	55
10.	MS	2	3	3	2	3	13	65
11.	MR	2.5	3	2.5	2	3	13.5	67.5
12.	NP	4	3	2	3	2	14	70
13.	NS	2.5	3	2.5	2	2	12.5	62.5
14.	PM	2	3	3	2	2	12	60
15.	RH	4	2	4	3	2	15	**75**[*]
16.	SH	2	3	4	2	3	14	70
17.	SN	2.5	3	4	2	3	14.5	72.5
18.	TS	3	2	2	1	3	11	55
19.	YL	2.5	3	2	3	2	12.5	62.5
Total score		50.5	50	49.5	36	59	236.5	1182.5
Mean		2.65	2.63	2.61	1.89	3.11	12.45	62.24
Percentage								4%

*: *The students who passed the KKM (75) in first cycle*

The table above described students' achievement in reading comprehension was very low. In cycle 1, there was only one student passed the KKM (75). From the above table, the mean score of students in cycle 1 was 62.24 and the percentage of students' score was about 4%. Students' average in background of the problem was 65 and the students' percentage was 7%. From the students' mean score in background of the problem and students' mean score in cycle 1, it didn't show improvement. So, the researcher would

continuous to cycle 2.

b. Cycle 2

1) Learning process of cycle 2

Learning process described the students' series to do something that would be expected in this research. In other word, it would be chronologically. In sum up, this section described the learning process and teachers' activity in cycle 2. As the first cycle, the criteria for it were; teachers' physical performance, whiteboard writing, explanation process, teaching procedure, classroom interaction, and classroom management. It would be explained as following sentences.

Teachers' physical performances were ways of teachers' performing depend on her physical for doing the teaching – learning process. First, teacher dressed brick - red by batik design, brick - red veil, black skirt, and dressed cleanly and neatly. Third, teacher taught the learning loudly enthusiastically and clearly. Fourth, teacher always gave her smile for the students. Last, teacher used facial and hand gestures to enhance meanings of words and sentences that might otherwise be unclear.

Teachers' writing on whiteboard was teachers' way to explain, give instruction, clarify the information and give the new vocabulary. First, the teacher faced to the students when she wrote

on the whiteboard. Second, teachers' writing was nice and readable. Third, teachers wrote the numbering and bullet in every section for students' understanding easily. Fourth, teacher underlined the words or sentences that need the explanation more. Last, teacher divided the whiteboard into three parts, right side for adding information, centred side for the material, and left side for new vocabulary items.

For the explanation process was series of things that are done in order to explain material or strategy that would be learned. First, teacher explained the purpose of the learning outcome. It meant the teacher explained the aims of learning topic, the material that would be taught by the teacher. Second, teacher previewed the topic for stimulating their background knowledge about narrative text. Third, teacher connected learning material to the students' experience by using guessing strategy. Fourth, teacher's explanation was relevant to objectives and procedure. In other words, explanation of teacher was appropriate the objective and procedure of learning. Fifth, teacher gave students the opportunity to ask the questions about the material that unclear for them, then teacher answered it clearly. Last, teacher asked all the students to participate in teaching process and set down its result on paper that would be provided.

Teaching procedures were the proper way of doing or

applying the guessing strategy by the teacher to the students. First, teacher explained learning purpose that targeted. It meant the teacher explained the objectives of learning material by using guessing strategy. Second, teacher explained the aim of the research and guessing strategy. Third, teacher asked the students to find and analyze the suffixation and the key words in the text. Fourth, teacher asked the students to find the part of the linguistic clues in the text. Fifth, teacher asked to find the *address* word such as title and nickname. Sixth, teacher asked the students to pay attention the structure of the word as *introduction, conclusion, title, transition, proper names, graphic, pictures,* or *table* in the text. Seventh, teacher asked the students to use their background knowledge in reading the text. Eleventh, teacher gave the students the text and some questions to the students. Ninth, teacher gave the students task to read a text by using guessing strategy.

Teacher's reinforcement was the actions by the teacher to make the students be motivated and enthusiast in teaching – learning process. First, teacher asked students to yell "English is fun" – "yes" in pre - teaching, to make them enthusiast in learning process. Second, teacher gave feedback to the students such as; said "excellent", give applause and good job for the students who answered the teachers' question correctly. In other ways for the

students who got wrong in answering the questions, teacher said "it could be" and asked the other students to help or revise the students' wrong in answering the question. Third, teacher gave students to write their answers on the whiteboard. It made them be active and enthusiast in following the class activity. Last, told to the students that guessing strategy is important for them which it was not only for reading it could be used for listening comprehension to make them guessed easily and quickly.

Classroom interactions were ways of the teacher and students work together in class where they gave feedback to each other actively. In the second cycle, teacher applied teacher to students and students to students in classroom interaction. First, teacher explained the material clearly. Second, teacher asked them to pay attention while the teacher was explaining the material. Third, teacher walked around the class for checking students' activities while students answered the question from the teacher. Fourth, teacher asked students opinion about the conclusion of material in the last learning as the teacher to student's classroom activity. Last, teacher asked the other students to add and give opinion or ideas to their friends' opinion or idea about the material that have been learned.

Classroom management was the strategies used by teacher

in organizing the classroom, learning and students. First, for seating arrangement, teacher asked them to be consistent on their seating (don't move wherever or whenever they want) while teaching - learning process was going on. Their seating lined up in colours that were perpendicular to the front wall of the room. The women and men splinted up by a curtain where the women were in right side and the men were left side of the teacher. Second, teacher walked around the class for checking learning and providing support as necessary. Third, teacher answered students' questions clearly (explained the material twice). Fourth, teacher gave the clue for understanding the meaning of difficult/ unfamiliar word in the text. Fifth, teacher evaluated their understanding about the material that have been learned by asking some questions. Last, told the students that the English is fun and useful for their second language. It meant teacher tried to build or create a good rapport or relationship with the students.

2) Students' reading comprehension score of cycle 2

Researcher analyzed the students' achievement based on their reading comprehension activity using guessing strategy in the test that has given. Below the students' reading comprehension score in the second cycle;

Table. 8
Students' Reading Comprehension Score in Cycle 2[2]

No.	Code	Reading Comprehension score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	AM	3.5	3	3	4	2	15.5	77.5
2.	AI	3	4	3	4	2	16	80
3.	**AE**	**2.5**	**2**	**3**	**4**	**2.5**	**14**	**70**
4.	AF	4	2	3	3.5	3	15.5	77.5
5.	FA	3.5	3	2	3	4	15.5	77.5
6.	FB	3.5	3	3	4	2	15.5	77.5
7.	HS	3	4	3	4	2	16	80
8.	HL	3.5	4	3	4	2	16.5	82.5
9.	**LP**	**2.5**	**3**	**2**	**2**	**4**	**13.5**	**67.5**
10.	MS	3.5	4	2	4	3	16.5	82.5
11.	MR	3.5	4	3	4	3	17.5	87.5
12.	NP	4	3	3	3	4	17	85
13.	NS	3	3	3	4	3.5	16.5	82.5
14.	PM	4	3.5	3	4	3	17.5	87.5
15.	RH	2	4	4	3	3	16	80
16.	**SH**	**2**	**2**	**2**	**4**	**3**	**13**	**65**
17.	SN	3.5	4	3	4	3	17.5	87.5
18.	**TS**	**2**	**2**	**2**	**4**	**3**	**13**	**65**
19.	YL	3	3	3	4	3.5	16.5	82.5
Total score		59.5	60	53	56	55.5	329	1495
Mean		3.13	3.16	2.79	3.71	2.92	15.71	78.68
Percentage								79%

Bold name that did not pass the KKM (75) in second cycle

From the above tables, it could be concluded that the students' achievement in cycle 2 was increased. The mean score of students in cycle 2 was 78.68 and the percentage of students' score was 79%. Students' achievement in reading comprehension was

categorized very well. The students' score in cycle 2 got improvement from the cycle 1. It shown that cycle 2 was 62.24 (4%) and cycle 2 was 78.68 (79%).

c. **Comparison of Students' Achievement in Cycle 1 and Cycle 2**

There were two cycles that would be conducted of this research. Every cycle consisted of two meetings which it took 90 minutes for each meeting. Sum of it took 180 minutes for two meetings or one cycle. So, for the both cycles, it took 360 minutes. In each cycle, for the first meeting; teacher did the opening, briefing, implementation of learning material, acting (guessing strategy procedures), evaluating and closing. In the second meetings, teacher did the opening, replying the explanation of material, acting (guessing strategy procedures), evaluating and closing and giving test. For the interviewing the researcher did it in the other time after giving test. In short, for the second cycle the teacher applied as same as the first cycle. For the Students' Achievement or reading comprehension score in Cycle 1 and Cycle 2 could be seen in the following table:

Table. 9
Comparison of Students' Achievement in reading
comprehension in Cycle 1 and Cycle 2

| No.	Code	Grade		State
		Cycle 1	**Cycle 2**	
1.	AM	55	77.5	Improved
2.	AI	60	80	Improved
3.	AE	50	**70**	Improved

No.	Code	Grade		State
		Cycle 1	**Cycle 2**	
4.	AF	55	77.5	Improved
5.	FA	60	77.5	Improved
6.	FB	55	77.5	Improved
7.	HS	65	80	Improved
8.	HL	67.5	82.5	Improved
9.	LP	55	**67.5**	Improved
10.	MS	65	82.5	Improved
11.	MR	67.5	87.5	Improved
12.	NP	70	85	Improved
13.	NS	62.5	82.5	Improved
14.	PM	60	87.5	Improved
15.	RH	75*	80	Improved
16.	**SH**	**70**	**65**	**Declined**
17.	SN	72.5	87.5	Improved
18.	TS	55	**65**	Improved
19.	YL	62.5	82.5	Improved
Total score		1182.5	1495	Improved
Mean		62.24	78.68	Improved
Percentage		4%	79%	Improved

: - The students who passed the KKM (75) in cycle 1 and cycle 2
  - Bold name that did not pass the KKM (75) and declined from cyle
  1 to cycle 2

Based on the table, 18 students got improvement and 1 student got declined on their score. From the students' mean score; the first cycle students' mean score were 62.24 and the second cycle students' mean score were 78.68. From the students Percentage; the first cycle, there were only one student got score 75 points (4%). The second cycle, there were nineteen students passed 75 score (79%). Summary, based on the table, the comparison of students' achievement could be seen in the following chart;

Chart. 1
The Comparison of Students' Achievement in cycle 1 and cycle 2
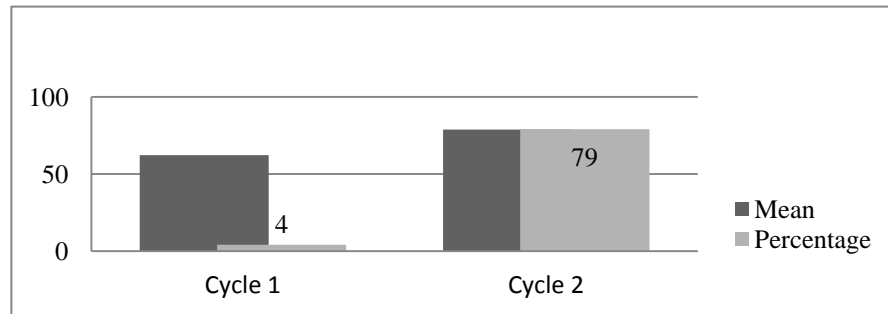
Based on the above chart, it can be concluded that the researcher' hypothesis that Guessing Strategy improved students' reading comprehension at grade XI MAS Darul Istiqomah was accepted. Here is the calculation of the cycle result can be looked from the table below:

Table. 10
The Result of Difference Score between Cycle 1 and Cycle 2

No	Students' Initial	Cycle 1 First Test	Cycle 2 Second Test	D=X-Y	$\sum D=D-MD$	$\sum D^2$
1	AM	55	77.5	22.5	2.11	4.45
2	AI	60	80	20	-0.39	0.15
3	AE	50	**70**	20	-0.39	0.15
4	AF	55	77.5	22.5	2.11	4.45
5	FA	60	77.5	22.5	2.11	4.45
6	FB	55	77.5	22.5	2.11	4.45
7	HS	65	80	15	-5.39	29. 05
8	HL	67.5	82.5	15	-5.39	29. 05
9	LP	55	**67.5**	12.5	-7.89	62.25
10	MS	65	82.5	17.5	-2.89	8.35
11	MR	67.5	87.5	20	-0.39	0.15
12	NP	70	85	15	-5.39	29. 05
13	NS	62.5	82.5	20	-0.39	0.15

No	Students' Initial	Cycle 1 First Test	Cycle 2 Second Test	D=X-Y	$\sum D=D-MD$	$\sum D^2$
14	PM	60	87.5	27.5	7.11	50.55
15	RH	75[*]	80	5	-15.39	236.85
16	**SH**	**70**	**65**	5	-15.39	236.85
17	SN	72.5	87.5	15	-5.39	29. 05
18	TS	55	**65**	10	-10.39	107.95
19	YL	62.5	82.5	20	-0.39	0.15
20	**Total/N**	**1182.5/19**	**1495/19**	**387.5/19**	**-39.28/19**	**837.55/19**
21	**Mean**	**62.24**	**M=78.68**	$M_{D=}$ 20.39	$\sum D= -2.07$	$\sum D^2= 44.08$

Bold name that did not pass the KKM (75)

To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$$= \frac{387.5}{19} = 20.39$$

$\sum D$ = Number of difference Score between Second Cycle and First Cycle, $D = X - Y$

$N = 19$ Students

SD_D = Standard Deviation from the difference score between First Test and Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{837.55}{19} - \left(\frac{-39.28}{19}\right)^2}$$

$$SD_D = \sqrt{44.08 - 4.27401}$$

$$SD_D = \sqrt{39.80599}$$

$$SD_D = 6.30$$

$SE_{M\,D}$ = Standard Error from Mean of Difference

$$SE_{M\,D} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{6.30}{\sqrt{19-1}}$$

$$SE_{MD} = \frac{6.30}{\sqrt{18}}$$

$$SE_{MD} = \frac{6.30}{4.24}$$

$$SE_{MD} = 1.48$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{20.39}{1.48}$$

$$t_o = 13.77$$

Degrees of freedom (df) = N-1 = 19-1 = 18

The calculation result of t_o = 13.77, t_{table} with df = 18, level of significance in t table 5% is 2.10. It can be known that the result of t_o is bigger than t_t, it is 13.77 > 2.10. Based on the result, it means that there is a significant improvement

between students' reading comprehension process result in the first cycle and second cycle.

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (78.68/ 79%) is greater than first cycle (62.24/ 4%). It shows that "Guessing Strategy Improved Students' Reading Comprehension at Grade XI MAS Darul Istiqomah Hutapadang Pijorkoling".

2. Influencing Factors

There were two influencing factors in this research that would be explained from the students' achievement in doing the tests, observation notes, and interview the students' mistake in teaching – learning process. The influencing factors were Internal and External Factors, as;

1. Internal factors

An internal factor refers to lessons' indicators in this research such as; topic sentence, important information, content of the message, meaning of difficult word/ idiom/ phrases, conclusion of the text. In other words, it possessed the quantitative data by using guessing strategy. That consisted of students' reading comprehension achievement, interview data that referred to students' problems and causes of the problem and then observation or field – notes data which referred to the record researcher's actions in solving the related problems. In summary, the researcher described it in the following

explanation.

a. Identifying Topic Sentence

There are 4 items of topic sentence questions in the reading comprehension test. In cycle, from 19 students in the classroom, 2 students answered all the items correctly; 6 students answered 2 items correctly and 2 items wrong; 5 students answered 2 items correctly, 1 items wrong and 1 item got 0.5 score; 6 students answered 3 items correctly and 1 item wrong. Average of their grade in this indicator is 61.

Problems faced by the students are difficult to identify the meaning of words that refers to topic sentences; difficult to find the topic sentence whether it was in the first or last paragraph. The problems occurred due to their lack of vocabulary mastery which made them difficult to find the meaning of words that refers to topic sentence; they confused about the topic sentences' position because they focused on the first sentence in the paragraph.

In the interview, AM, AI, AE, MR, SH, SN admitted that they difficult in identifying the meaning of words that refers to topic sentence which caused them wrong to identify the topic sentences. They reasoned that they considered that the topic sentence is always in the first sentence, so they often confused to find the topic sentence. By consulting back to the test items, the researcher found

that their statement are reasonable because the answers of the questions to find the topic sentence could be in the first and last sentence of the paragraph.

FB, HL, TS, and YL admitted that they did not understand the meaning of the word which it made them difficult to find the topic sentence. They argued the vocabularies in this text were unfamiliar for them; they considered that if there is a question about topic sentence, the answers of it were always in the first paragraph. By consulting back to the test items or analysed the text, the researcher found that the vocabularies in this text some of them unfamiliar and familiar words. In other words, they got the difficulties in answering the question because they lack of vocabulary mastery; the students got misunderstanding in answering the question.

In summary, students' problems are difficult to identify the meaning of words that refers to topic sentences; difficult to find the topic sentence whether it was in the first or last paragraph. These problems occurred because they argued the vocabularies in this text were unfamiliar for them; they got misunderstanding about the topic sentences' positions. These problem data gathered from students in more different statement or had been saturated.

For solving the concerning problems, there are some actions

that the researcher conducted in cycle 2. The researcher emphasize the students' weakness in answering the question to made them understand what have to they do. The researcher tried to give clear explanation that related to the indicators that they have known. The concerning actions are described in the following.

In identifying the meaning of words that refers to topic sentence, researcher taught them to reconstruct the word they know in that sentence that refers to topic sentence be an interpreting as guessing the meaning of the words in that sentence. Others, the researcher emphasized that such skill requires more vocabulary mastery in order to enable the concluding separated information into a whole one, so that researcher asked them to learn more vocabulary items by themselves.

For generating the topic sentence that were not in the first paragraph, the researcher mention about 50% of topic sentence in the first and 50% in the last of sentence. So, the students easier to find the topic sentence in the first or last paragraph. Then, the weakness students could find the topic sentence fastly. In other word, the students were not necessary for wasting time to answer those questions.

As a result, students' achievement in this indicator was improved. As in the cycle 1 test, there are 4 items of topic sentence

questions in the reading test of cycle 2. From 19 students in the classroom, 3 students answered all the items correctly; 7 students answered 3 items correctly and 1 item got 0.5 score; 4 students answered 3 items correctly and 1 item wrong; 2 students answered 2 items correctly, 1 item wrong and 1 item got 0.5 score; 3 students answered 2 items correctly and 2 items wrong. Average of their grade in this indicator is 78.

b. Identifying Important information

There are 5 items of important information questions in the reading test. In cycle 1, from 19 students in the classroom, 12 students answered 3 items correctly and 1 items wrong; 7 students answered 2 items correctly and 2 items wrong. So, the average of their grade in this indicator is 32.

Problems faced by the students were difficult to understand what the words mean; difficulty to different the important information and the content of message. The problems occurred due to they don't understand what the letters join together to make words which made them difficult to understand the sentence whether in the question or the text; they considered it was same between the important information and the content of message which made them answered the question items are the content of message or text.

In the interview, 9 of them AM, AI, AE, AF, FA, NP, NS, PM, and SN admitted that their difficulties in understanding the meaning of the words which caused them wrong answered as the important information's. They reasoned that the vocabulary items in those questions are unfamiliar and difficulty to understand. By consulting back to the test items, the researcher found that their statements are unreasonable. Because the vocabulary items in the text are common vocabulary that easy to understand but due to their lack vocabulary items which made them difficulty to understand the meaning of the word and find the important information.

HL, LP, MS, TS and YL admitted that they differentiate between the important information and content of message. They argue the important information is always being content of message. So, they answered the question items for important information was same with content of message. By consulting back to the test items of their errors, the researcher found that 5 of the important information's question items could be as answered for content of message. And then, 3 of the question items were not. In other word, their reason could be received.

In conclusion, students' problems were difficulty in understanding what the words mean and difficult in differencing between the important information and content of message. These

problems occurred due to they don't understand what the letters join together to make words; they considered it was same between the important information and the content of message. These problems data gathered from them in no more difference statement or had been saturated.

For solving the concerning problems, there are some actions were conducted by the researcher in cycle 2. These problem solving are handled by themselves. Some other actions are general, by the researcher tried to give positive contribution to all aspect of reading skill. The actions could be seen or described in following sentences.

For understanding what the words mean, the vocabulary items were familiar for them actually where they are as the intermediate – low level. In the cycle 2 the researcher asked them to guess the meaning of the word based on their background knowledge. Then, in the guessing activity the researcher asked them to look for the same word whether in the question or in the text. In other word, the researcher asked them to use linguistic clues as the bedrock of correct guesses about the meaning of the word or sentence in the text.

For differencing between the important information and the content of message, the researcher had the solution that had conducted in the cycle 2. The researcher gave them a sentence in

new language and asked them to complete it. By this way, they will able to identify the important information as the clues to find it. In other word, the researcher told them about what was the different of them, as the important information was the information which has an effect or value in this story or text. Meanwhile, the content of message is the content or core of the text or story.

As a result, students' achievement in this indicator was improved. As the cycle 1 test, there are 4 items of important information questions in the reading comprehension test of cycle 2. From 19 students in the classroom, 7 students answered all the items correctly; 1 student answered 3 items correctly and 1 item got 0.5 score; 7 students answered 3 items correctly and 1 item wrong; 4 students answered 2 items correctly and 2 items wrong. In sum up, average of their grade in this indicator is 66.

c. **Identifying Content of the message**

There are 4 items of content of message question in the reading comprehension test. In cycle 1, from 19 students in the classroom, 3 students answered all the items correctly; 4 students answered 3 items correctly and 1 item wrong; 3 students answered 2 items correctly, 1 item wrong and 1 item got 0.5 score. In short, average of their grade in this indicator is 61.

Problems faced by students were difficult to make

relationship between the text to their background knowledge; difficult to interpret what they have been read in order to identify the content of message or text. The problems due to they are unable to connect their information from their background knowledge and the information from the text which made them difficult to make relationship among the text to their background knowledge as the content of message; their lack vocabulary mastery which made them difficult to interpret what they have been read in order to identify the content of message.

In the interview, 7 of them: AF, FB, MR, RH, SN, TS and YL admitted that they difficult to make relationship between the text to their background knowledge for identifying the content of message. By this problem, they argue that all the texts in the test are unfamiliar text or story for them which made them difficult to make relationship among the text to their background knowledge for identifying the content of message. By consulting back of the test items of their errors, the researcher found that all the texts are unfamiliar for student's culture. So, their reason is true.

AE, AM, AI, FA, HL, HS, LP, MS, NP, SH and PM admitted that they difficult in interpreting what they have read in order to identify the content of message which caused them misunderstanding about content of message. They reasoned that

they didn't know what the text was talking about. The sentences in the text have many dialogs among the actors or figures, so it made them difficult to identify the content of message or text. By consulting back of the test items of their errors, the researcher found that the sentences in the text had many dialogs among the actors or figures, so their reason is true.

In conclusion, students' problems were difficult to make relationship between the text to their background knowledge; difficult to interpret what they have been read in order to identify the content of message or text. These problems occurred due to they are unable to connect their information from their background knowledge; their lack vocabulary mastery. These problems data gathered from them in no more difference statement or had been saturated.

For solving the concerning problems, there are some actions were conducted by the researcher in cycle 2. But, 2 of the problems still were the problems in the cycle 2 test. In contrast, 2 of them the researcher tried to give positive contributions to all aspects of reading comprehension that could be solved. They could be explained in the following sentences.

For making relationship between the texts to their background knowledge to identify the content of message, the

researcher gave them some preview questions before they start reading the text and interrupted a story in the middle to ask for guessing about what would happen. Also, the researcher gave the ending and asks for guessing about the beginning. By these ways, the researcher tried to promote their guessing by leading students step by step.

For interpreting what they have read in order to identify the content of message, researcher interrupted the story or text in the middle to ask them for guessing about what will happen after that. By this way the students would be able to identify the content of message. In other words, they interpret what they have read by making relationship between the parts of story that teacher have said and what they read.

As the result, students' achievement in this indicator was unimproved. As the cycle 1 test, there are 4 items of content of message questions in the reading comprehension test of cycle 2. From 19 students in the classroom, 1 student answered all the items correctly; 13 students answered 3 items correctly and 1 item wrong; 5 students answered 2 items correctly and 2 items wrong. So, the average of their grade in this indicator is 47.

d. **Identifying Meaning of difficult word/ idiom/ phrases in context**

There are 4 items of meaning of difficult word/ idiom/

phrases in context question in the reading comprehension test. In cycle 1, from 19 students in the classroom, nobody who answered all the items correctly; 5 students answered 3 items correctly and 1 item wrong; 7 students answered 2 items correctly and 2 items wrong; 7 students answered 1 item correctly and 3 items wrong. So, the average their grade in this indicator is 37.

Problems faced by the students are difficult to identify the unfamiliar vocabulary items; difficulty to interpret the meaning of idiom and phrases in the context. The problems occurred due to their lack of vocabulary mastery which made them difficult to find the meaning of difficult word/ idiom/ phrases in context; they didn't know the meaning of "idiom" or "phrases in the context" which made them interpret the lexical meaning of that word.

In the interview, AM, FA, FB, HS, NS, PM, RH, and SH admitted that difficult to identify the unfamiliar vocabulary items which caused them didn't answer the question items. They reasoned that the vocabulary items difficult to be translated because they didn't have experience about the vocabulary items or unfamiliar for them. By consulting back to the test items of their errors, the researcher found that the vocabularies items in the questions are part of them are unfamiliar word for them. So, their reason is true.

SN, TS, YL, AI, MS, and HL admitted that they difficulty to

interpret the meaning of idiom and phrases in the context which caused they don't know how to translate the idiom or phrase in the context translated it based on the dictionary or lexical words. They argue that the words are confusing to be translated because the words didn't have connection among the phrases itself. By consulting back to the test items of their errors, the researcher found that the question items were idiom or phrase in the context. In sum up, their reason could be received.

In conclusion, students' problems were difficult to identify the unfamiliar vocabulary items; difficulty to interpret the meaning of idioms and phrases in the context. These problems occurred due to their lack of vocabulary; they didn't have background knowledge about it. These problems data gathered from them in no more difference statements or had been saturated.

For solving the concerning problems, there are some actions were conducted by the researcher in cycle 2. These problem solving are handled by themselves. Some other actions are general, by the researcher tried to give positive contribution to all aspect of reading skill. The actions could be seen or described in following sentences.

For identifying the unfamiliar vocabulary items, the researcher conducted the action by asking them to analyze the suffix and prefix of the words or some other language could provide

linguistic clues to the meaning of what was read. The researcher argued that by analyzing words could make them easier to guess the meaning of difficult word/ idiom/ phrase in the context.

Interpreting the meaning of the idioms or phrases in the context, the researcher asked them to guess the meaning of the word by making connection between the difficult word and the word before/ after it. Then, they connected it to the context. In other word, they did these activities systematically to make them easier and quicker to guess the meaning of the idioms or phrases in the context.

As the result, students' achievement in this indicator was improved. As the cycle 1 test, there are 4 items of meaning of difficult word/ idiom/ phrases in context questions in the reading comprehension test of cycle 2. From 19 students in the classroom, 14 students answered all the items correctly; 1 student answered 3 items correct 1 item got 0.5 score; 3 students answered 3 items correctly and 1 item wrong; 1 student answered 2 items correctly and 2 items wrong. In sum up, the average of their grade in this indicator is 66.

e. **Identifying Conclusion of the text**

There are 4 items of conclusion of the text question in the reading comprehension test. In cycle 1, from 19 students in the

classroom, 12 students answered 3 items correctly and 1 item wrong; 6 students answered 2 items correctly and 2 items wrong; 1 student answered 1 item correct and 3 items wrong. In short, the average of their grade in this indicator is 37.

Problems faced by the students are difficult to conclude the story in the text; misunderstanding about the conclusions'' position. The problems occurred due to they didn't understand what is the text talking about which made them difficult to construct the meaning of the text or conclude the story; they considered the conclusion is always in the last paragraph or as the ending of the story which it made them had wrong answered in some questions.

In the interview, AM, AE, FA, and NP admitted that they difficult to conclude the story in the text which caused they answered the question based on their guessing and experience about the topic. They reasoned that by analyzing the structure of the paragraph could be found the conclusion of the text. By consulting back to the test items of their errors, the researcher found that 2 of the text were marked by the *transition* as the part of the text structure such as *so* and *finally*. And 2 of them were not unmarked by the *transition*. So, their reason could be received.

HL, MS, SH and TS admitted that they did misunderstanding about the conclusions' position which caused

they answered all the items as the last paragraph. They reasoned that they considered the conclusion of the text is always in the last of the paragraph or the ending of the story. By consulting back to the test items of their errors, the researcher found that 2 of the question were posited in the last paragraph but 2 others were not. It should be concluded as the conclusion or summary of the text. So, their reasoned could be received.

In conclusion, students' problems are difficult to conclude the story in the text; misunderstanding about the conclusions' position. The problems occurred due to they didn't understand what the text was talking; they considered the conclusion is always in the last paragraph or as the ending of the story. These problems data gathered from them in no more difference statements or had been saturated.

For solving the concerning problems, there are some actions were conducted by the researcher in cycle 2. These problem solving are handled by themselves. Some other actions are general, by the researcher tried to give positive contribution to all aspect of reading skill. The actions could be seen or described in following sentences.

For concluding the story of the text, the researcher built their guessing by leading the students step by step. One of them was told the students the ending of the story and asked the beginning. The

researcher argued that stimulating the students guessing could make them easier, more accurate and quicker to conclude the story.

Misunderstanding about the conclusions'' position, the researcher emphasized that the conclusion of the text could be in the last paragraph and in the end of the story. Also, topic sentence in the last paragraph is a conclusion. At same way, the researcher gave the ending of the story to stimulate them to make conclusion of the text.

As the result, students' achievement in this indicator was improved. As the cycle 1 test, there are 4 items of conclusion of the text questions in the reading comprehension test of cycle 2. From 19 students in the classroom, 3 students answered all the items correctly; 2 students answered 3 items correctly and 1 item got 0.5 score; 8 students answered 3 items correctly and 1 item wrong; 1 student answered 2 items correctly, 1 item wrong, and 1 item got 0.5 score. 5 students answered 2 items correctly and 2 items wrong. So, the average of their grade in this indicator is 79.

2. **External factors**

By the observation notes, the researcher and co-teacher as observer had a duty to monitor all activities by using Guessing strategy in the classroom. It was about class situation, students' activities and teachers' activities in teaching learning process in the classroom. There

were some external factors that influenced students' reading comprehension beside internal factors. In short, there were other factors that influenced students' problem that happened in the classroom.

a. **Motivation**

The students' motivation was important factors which one of the reason why the students do something or this research. In short, the students' motivation is the external factors in this research. There were 18 students (AM, AI, AE, AF, FA, FB, HS, HL, LP, MS, MR, NP, NS, PM, SH, SN, TS, YL) who did not have motivation in reading comprehension learning process in first cycle. It could be seen that they didn't pass the Minimum Mastery Criterion (KKM). In the second cycle the researcher motivated them to be active reader by using Guessing strategy in the classroom.

The students' motivation and attitudes in the classroom for the second cycle were better than first cycle. In the first cycle the students confused about guessing procedures that faced by their expression or it could be said un-active; they are low attention to the material; 2 of them asked the questions about guessing strategy procedure. By these problems, in the second cycle the researcher explained the guessing strategy twice to make them more understand; motivated them to be active in reading comprehension

activity because they need it for long time whether in reading English book or others; answered and explained the question slowly to make them understand easily. In summary, in the second cycle there were 14 students (AM, AI, AF, FA, FB, HS, HL, MS, MR, NP, NS, PM, RH, SN, YL) passed the Minimum Mastery Criterion (KKM). Their scores were between 75 up to 87. 5.

b. Disturbance

In the first cycle there were 5 students (AM, AI, HS, SN, and TS) who made disturbance in this class because they don't understand the explanation of the researcher. Then, they asked to their friend for explaining which caused they made disturbance. The researcher asked them to be calm and then explained what they didn't understand. Also, the researcher asked them to question something that they didn't understand directly to the researcher in order the researcher could replay it more.

In the second cycle, 1 student (AE) made disturbance in the classroom. He asked his friend about the other subject. The researcher gave him note to stop his activity and focused to the subject. In this cycle, the researcher gave more motivation to the students in reading learning process. As the result, they became active reader and enthusiasm in conducting guessing strategy.

c. **Asking permission**

For asking permission, in the first cycle there are 1 student (FA) wanted to go to toiled and 2 students (MR and MS) went to the office for taking the board maker. The researcher solved these problems by limiting them to ask permission whether to the bathroom or the outdoor only one time. They could accept the rule of the researcher. In the second cycle, there are 3 students (NS, RH and YL) went to the office for fulfil the calling of the headmaster about their scholarship.

Finally, the problem solving for all indicators could be seen as the following table;

Table. 11
Problems and Solutions of Internal

Indicator	Problems	Solutions	Result	
			S*	Us*
Identifying Topic Sentence	1. Difficult to identify the meaning of words that refers to topic sentences 2. Difficult to find the topic sentence whether it was in the first or last paragraph	1. Researcher taught them to reconstruct the words they know in that sentence that refers to topic sentence be an interpreting as guessing the meaning of the words in that sentence and researcher asked them to learn more vocabulary items by themselves 2. Researcher mention about 50% of topic sentence in the first and 50% in the last of	√	

Indicator	Problems	Solutions	Result	
			S*	Us*
		sentence		
Identifying Important information	1. Difficulty in understanding what the words mean 2. Difficulty in differencing between the important information and content of message	1. Researcher asked them to guess the meaning of the word based on their background knowledge 2. The researcher gave them a sentence in new language and asked them to complete it	√	
Identifying Content of the message	1. Difficult to make relationship between the text to their background knowledge 2. Difficult to interpret what they have been read in order to identify the content of message or text	1. The researcher gave them some preview questions before they start reading the text and interrupted a story in the middle to ask for guessing about what would happen 2. Researcher interrupted the story or text in the middle to ask them for guessing about what will happen	√	
Identifying Meaning of difficult word/ idiom/ phrases in context	1. Difficult to identify the unfamiliar vocabulary items 2. Difficulty to interpret the meaning of idioms and phrases in the context	1. The researcher conducted the action by asking them to analyze the suffix and prefix of the words or some other language could provide linguistic clues to the meaning of what was read 2. Researcher asked them to guess the	√	

Indicator	Problems	Solutions	Result	
			S*	Us*
		meaning of the word by making connection between the difficult word and the word before/ after it		
Identifying Conclusion of the text	1. Difficult to conclude the story in the text 2. Misunderstanding about the conclusions' position.	1. Researcher told the students the ending of the story and asked the beginning 2. The researcher gave the ending of the story to stimulate them to make conclusion of the text.	√	

Additionally, below is table for External problems and

solutions, as;

Table. 12
Problems and solutions of External

No.	External Factors	Problems	Solutions
1.	**Motivation**	a. Most of students lack of motivation in learning reading comprehension.	a. Motivated them to have passion or to be active in reading comprehension by using guessing strategy.
2.	**Disturbance**	a. Five students made disturbance because they did not understand the teachers' explanation. So, they asked to the	a. The teacher explained what they didn't understand. b. The teacher asked them to question something that they didn't understand directly in

No.	External Factors	Problems	Solutions
		other friends b. AE asked to other students about the other subjects which it made disturbance.	order the teacher could replay it more. c. The teacher gave him note to stop his activity and focused to the subject
3.	**Asking Permission**	a. FA wanted to go to toiled and b. 2 students (MR and MS) went to the office for taking the board maker. c. 3 students (NS, RH and YL) went to the office for fulfil the calling of the headmaster about their scholarship.	a. The teacher gave limiting time to ask permission whether to the bathroom or the outdoor only one time. b. The teacher asked them to come back to the class after finishing.

B. Discussion

1. Students' Achievement

Students' achievement in reading comprehension by using Guessing strategy at grade XI MAS Darul Istiqomah Hutapadang – Pijorkoling was described in this research as one of the purpose. The researcher found the improvement of students' mean scores and percentage in reading comprehension by using Guessing strategy based on first cycle and second cycle.

Related to Rebecca L Oxford said that guessing strategy helps the learners let go of the belief that they have to recognize and understand every single word before they can comprehend the overall meaning. Learners can actually understand a lot of language through systematic guessing, without necessarily comprehending all the details.

Based on the related findings of this research in chapter II, the students' achievements were: the first, Nursalimah Nasution had done research in IAIN Padangsidimpuan about "Improving Students' Reading Narrative Text Comprehension through Story Mapping Technique at Grade VIII MTsN 2 Padangsidimpuan". She said that Story Mapping Technique improved students reading narrative comprehension. In cycle 1 was 70.33 (43.33%) and in cycle 2 was 80.83 (86.66%). So cycle 2 was bigger that cycle 1 (86.66% > 43.33%).

The second, Indah Permata Sari had done research by title "Improving Students' Reading Comprehension by Using PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy at Grade VIII SMP Negeri 5 Padangsidimpuan In academic year 2013/2014". She said that PQ4R improved students reading comprehension by using PQ4R. In this study, it had found that the improvement of students' achievement by using PQ4R Strategy. Cycle 1 was 68.12 (37%) and Cycle 2 was 83.12 (95%). So cycle 2 was bigger that cycle 1 (95% > 37%).

In this study, researcher also had found that the improvement of

students' achievement through the title "Improving Students' Reading Comprehension Through Guessing Strategy at grade XI MAS Darul Istiqomah Hutapadang – Pijorkoling". It was 62.24 (4%) in first cycle, and it was 78.68 (79%) in second cycle. So, the cycle 2 was bigger than cycle 1 (79%>4%). The table below would show the different of the result;

The explanation below would show the different of the result as; Nursalimah Nasution as the first researcher, entitle "Improving Students' Reading Narrative Text Comprehension through Story Mapping Technique at Grade VIII MTsN 2 Padangsidimpuan". The result of her research were in cycle 1 was 70.33 (43.33%) and cycle 2 was 83.12 (86.66%). The second researcher was Indah Permata Sari entitle "Improving Students' Reading Comprehension by Using PQ4R Strategy At Grade VIII SMP Negeri 5 Padangsidimpuan In academic year 2013/2014". The result of her research were in cycle 1 was 68.12 (37%) and cycle 2 was 80.83 (95%).

The third researcher was Dewi Fatimah Sitompul (**Researcher in this research**) entitle "Improving students' reading comprehension through guessing strategy at grade XI MAS Darul Istiqomah Hutapadang – Pijorkoling". The result of her research were in cycle 1 was 62.24 (4%) and cycle 2 was 78.68 (79%).

Based on the students' achievement in the above researches, researcher could be concluded that the third research had done by Dewi Fatimah Sitompul was higher than the first and the second research. It could

be explained the improvement based on the classification quality of students'
score in chapter III. The first research had done by Nursalimah Nasution was
categorized as good which the Semantic Mapping Technique improved to
students' reading comprehension. The percentage of cycle 1 and cycle 2
were 43.33% - 86.66%. The second research had done by Indah Permata Sari
was categorized as very good, the percentage of cycle 1 and cycle 2 were
37% - 95%. The third researcher had done by the researcher in this research
(Dewi Fatimah Sitompul) was also categorized as good. The percentage of
cycle 1 and 2 were 4% - 79%. So, the implementation of the guessing
strategy improved students' reading comprehension in XI class of MAS
Darul Istiqomah Hutapadang - Pijorkoling.

Based on the students' achievement in the above researches,
researcher could be concluded that the third research had done by Dewi
Fatimah Sitompul was higher than the first and the second research. It could
be explained the improvement based on the classification quality of students'
score in chapter III. The first research had done by Nursalimah Nasution was
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were 43.33% - 86.66%. The second research had done by Indah Permata Sari
was categorized as very good, the percentage of cycle 1 and cycle 2 were
37% - 95%. The third researcher had done by the researcher in this research
(Dewi Fatimah Sitompul) was also categorized as good. The percentage of

cycle 1 and 2 were 4% - 79%. So, the implementation of the guessing strategy improved students' reading comprehension in XI class of MAS Darul Istiqomah Hutapadang - Pijorkoling. The result of the students' achievement showed the high improvement.

2. Influence factors

Researcher found some influence factors that could be shown from problems of students in reading comprehension and also in related findings that have founded by the researchers. First of related finding was Nursalimah Nasution by title "Improving Students' Reading Narrative Text Comprehension through Story Mapping Technique at Grade VIII MTsN 2 Padangsidimpuan". Problems of students in reading narrative comprehension were; students' difficulties in identifying character, identifying setting, identifying problem, identifying coda, and identifying vocabulary in context.

Second of related finding was Indah Permata Sari by title "Improving Students' Reading Comprehension by Using PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy At Grade VIII SMP Negeri 5 Padangsidimpuan In academic year 2013/2014". Problems of students in reading narrative comprehension were; Students' difficulties in identifying main idea, supporting sentence, summarizing main point/conclusion, exclude facts, and vocabulary in context in descriptive text.

In this study, the researcher found some problems in reading comprehensions; difficult to identify the meaning of words; difficult to find

the topic sentence; difficulty in differencing between the important information and content of message; difficult to make relationship between the text to their background knowledge; difficult to interpret what they have read; difficult to identify the unfamiliar vocabulary items; difficulty to interpret the meaning of idioms and phrases in the context; difficult to conclude the story in the text; misunderstanding about the conclusions' position.

Based the above problems, it can be concluded that there were some similarities and differences problems. The similarities of above problems were; in the first and second related finding had same problems in identifying the specific information, identifying vocabulary in context and identifying the content of the text. The differences of above problems were; in the first related finding, researcher had not found problem in identifying the main idea, supporting sentence, summarizing main point/conclusion, exclude facts and just found problem in identifying character, identifying setting, identifying problem, identifying coda. The second of relative finding, researcher had found problem in identifying the structure of paragraph such the main idea, supporting sentence, summarizing main point/conclusion, exclude facts and had not found problem in identifying the generic structure of narrative text as character, setting, problem, and coda.

The researcher also found some solution of the student's problems in reading comprehension and also in related findings that have been done by

the researchers. For the first relative finding, the solutions of students' reading comprehension were; giving explanation that the character was not only come from name but also characteristics the actor on the text; giving example about another story; giving the description of the question based on the indicator; giving explanation what about setting was and gave the picture; giving the motivation to students in order they read the text clearly; giving the explanation more about coda; asking students to bring dictionary by their selves; giving the key about vocabulary in the context.

The second of related finding, the solutions of students' reading comprehension were; giving explanation what supporting sentence was and where the lie of supporting sentence was in the text, especially descriptive text; giving confirmation after main idea; they would find supporting sentence; giving the explanation where summarizing main point/conclusion was; giving the example based on text how to identify summarizing main point/conclusion by using PQ4R strategy; giving advice to the students so that they could read text clearly by using PQ4R strategy; ordering the students to bring the dictionary in the second cycle.

C. **Threats of the research**

In doing the research, the researcher found some threats in this research, they were:

1. The data in this research were objective which the descriptions of students' score were based on the test in essay test that had certain score for each question items.

2. The tool that used in collecting the result of students' reading comprehension was complete because the researcher used the paper, whiteboard, board marker, phone camera. These tools are good enough to get the data which it could be more subjective and learning process more effective and efficient.

3. In teaching learning process was not running well because the students were less serious and enthusiasm in doing reading activities, some students still used their own strategies in reading comprehension where it could be seen from the result of research. There were 4 students were decline in second test.

4. Guessing strategy gave chance to the students to use target language for meaningful purposes; developed the students' reading comprehension and also improved their concentration in reading a text so that they could be more active and interested in learning reading comprehension. So, the researcher hoped Guessing strategy can be used in the classroom as one of the best strategies in teaching reading comprehension at grade XI MAS Darul Istiqomah Hutapadang – Pijorkoling.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As result of the research, researcher concludes that:

1. The hypothesis is accepted, in other word that guessing strategy improved students' reading comprehension at grade XI MAS Darul Istiqomah Hutapadang – Pijorkoling. Based on the analyzing of research data, the mean score of students' reading comprehension in cycle 1 is 62.24 (4%) and cycle 2 is 78.68 (79%). The students' improvement is categorized as good. Then, the calculation result of t_o = 13.77, t_{table} with df = 18, level of significance in t table 5% is 2.10. It can be known that the result of t_o is bigger than t_t, it is 13.77 > 2.10. Based on the result, it means that there is a significant improvement between students' reading comprehension process result in the first cycle and second cycle.

2. Some factors that influence students' reading comprehension by using guessing strategy are motivation, students who do disturbance, and students' who asking permission.

B. Suggestions

The researcher gives some suggestion based on the conclusion above;

1. Based on the first conclusion, students' reading comprehension is improved by using guessing strategy at grade MAS Darul Istiqomah Hutapadang -

Pijorkoling, researcher suggests to the teacher to apply this strategy in teaching reading comprehension by looking at the students' problem in reading comprehension, give solutions to the students' problem, and looking at the teacher's ways in teaching. To other researchers, the researcher suggests to improve students' reading comprehension by using guessing strategy until 100%. The other researcher can use the other creative solutions in solving students' reading comprehension and can do research in two or three cycles so that the improvement can be achieved until 100%.

2. Based on the second conclusion, in improving students' reading comprehension there are some factors that influence students' reading comprehension by using guessing strategy, the researcher suggests to the teacher and to another researchers who wants to do the same research can control and look at the factors that influence students' reading comprehension by using guessing strategy. The teacher and other researchers must give the good motivation, control the students who make disturbance and ask the permission. Beside it, the teacher and the another researchers must be creative in designing teaching learning process, in explaining learning material, in motivating students, and in controlling the classroom so that students' reading comprehension can be improved as very high improvement.

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