ABSTRACT

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This study intended to find out the effect of contextual guessing technique on students' reading comprehension achievement. It was conducted by using experimental research design. The population of this study was the first (X) grade students of SMAN 1Binjai. It consisted of 210 students with six parallel classes. Seventy students were chosen as the sample by using random sampling technique. There were two randomized groups, namely experimental group and control group. Class X-1 with 35 students became the experimental group while class X-3 with 35 students became the control group. The experimental group was taught by using Contextual Guessing Technique and the control group was taught by Before, During and After Technique. The instrument which was used for collecting the data was multiple choice test. The data was analyzed by using t-test formula. The result showed that the mean score in experimental group is higher than control group, namely 88.11 for experimental group and 79.2 for control group. The value of $t_{observed}$ (4.05) is higher than the value of t_{table} (1.997) (α = 0.05) with the degree of freedom (df) = 68. So, alternative hypothesis (Ha) was accepted and the effect of contextual guessing technique on students' reading comprehension achievement.

Keyword: Contextual Guessing Technique, Reading Narrative Text