THE IMPLEMENTATION OF GUESSING WORD MEANING FROM THE CONTEXT IN TEACHING READING

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ABSTRACT

This research is a quasi experimental study which intended to find out the effect of using guessing word meaning from the context on students' reading at Ar-Raniry State Islamic University and the students' responses toward the implementation of guessing word meaning from the context. The population was the English department students of Ar-Raniry State Islamic University (UIN Ar-Raniry) and the samples were the students at unit I and II in the academic year of 2017/2018 chosen by using random sampling technique. Moreover, the data were collected by giving pre-test, post-test and questionnaires. The finding reveals that there was a significant difference in students' reading scores who were taught by using guessing word meaning form the context and those who were taught without using guessing word meaning form the context. In addition, the students gave positive responses toward the implementation of guessing word meaning form the context in which 91.4% students agreed that their ability in reading comprehension increased during the implementation of guessing word meaning form the context.

Keywords: *guessing word meaning from the context, teaching reading.*

INTRODUCTION

It is undeniable that reading has been very significant in education. This is based on the fact that students in schools and universities spend most of their time reading in order to accomplish their educational

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programs. They read and reread books, journals, articles, papers, and other sources to have understandings about certain subjects so that they can pass the examination. Thus, it is a characteristic of a literate person. For hundreds years, an educated person has been marked by being literate (Nunan, 1999). Students' large base of knowledge is often gained by this activity which can further develop the existing ones. It has been a primary need because most of the information is provided in the form of text, so they have to read it. The more they read, the more knowledge they get.

Overall, the importance of reading goes beyond enhancing knowledge. It also plays an important role in second language learning. As Harp and Brewer (1996) said reading is a necessary skill that any learner needs. Definitely, it is a basic need for learners to know many things about lessons being taught. Reading is one of the skills that ask the readers to comprehend the meaning of the text's contents (Byrne, 1983). By reading, students can get important information of topics presented in the classroom.

Good reading skill provides learners to complete learning tasks easily especially English. For example, when they are asked to find out the main idea or specific information of a paragraph, it requires reading ability which involves processing messages they get from the text. For this reason, students as language learners are expected to have good reading skills so that they can comprehend English texts very well.

Unfortunately, this expectation is contrary to the reality which shows that many students are not good at reading skill. Based on the preliminary study, the writers found that most of the English Department students of Ar-Raniry State Islamic University (*UIN Ar-Raniry)* still had a low ability in reading comprehension. They were often difficult to find main ideas and word meaning due to lack of vocabulary. They only read the materials without knowing the contents or what the text was telling about. Elizabeth (2009) mentioned that reading activities in the classroom will be useless for students if they do not know and understand what information they have read. Students get difficulties in identifying the implicit and explicit information of the text. Besides, they had a low motivation in reading class which was shown by their reluctant to read. Their lack of understanding on reading text was mainly caused by insufficient vocabulary and inappropriate teaching technique used by lecturers in teaching reading. Students' limited words on related topic made them difficult to comprehend the text.

According to Nunan (1999), reading needs identification and also interpretation processes which require readers' knowledge about language structure used in the text and their underlying knowledge about a given topic. This means that lecturers should know whether the reading material is suitable with students' knowledge in terms of both language rules and its contents. Otherwise, they will get difficulties because of its complexity. Skilled readers can predict what will happen next. Guessing word meaning from the context is a technique for reading when readers meet some unknown words. Students may guess the meaning of the unfamiliar words of the passage.

Davidson (2013) asserted that guessing word meaning from the context is suitable for students who have limited mastery of vocabulary, do not often use their existing knowledge, and frequently get only limited meaning from text. Meanwhile, all of such factors are very important for students in order to read better. By knowing word meaning of the text, it will improve their understanding of the text. As Carrel (as cited in Kojima & Narita, 2004) explained that a text provides directions for readers to construct meaning from their own previous knowledge and comprehending a text is an interactive process between their background knowledge and the text.

Consequently, if students get unfamiliar words, they will be difficult to understand. Hence, clues are needed to explicitly infer the meaning of those words. It can be safely assumed that vocabulary size and word guessing technique have a great deal to do with reading comprehension (Kojima & Narita, 2004). Word guessing is a reading technique which enables students to predict the meaning of certain words so that they will read effectively. In addition, Gu (2012) added that guessing word is needed when students identify an unknown word in reading in second language (L2).

By applying this technique, students will find solutions to solve their reading difficulties. Hence, they do not only read, but also understand it well. This is what makes difference between passive unskilled readers and active readers. Skilled ones do not just read, but they interact with the text. For instance, they predict what will happen next in a story using clues presented in text, create questions about the main idea, message, or plot of the text, and monitor understanding of the sequence, context, or characters (Byrnes, 1998).

Considering the facts above, the writers were interested to conduct a study to investigate the effectiveness of guessing word meaning from the contexts on the reading skill of English department students of UIN

Ar-Raniry and to explore the students' response towards its implementation in teaching reading.

LITERATURE REVIEW

Definition of Reading

Nunan (2003) defines reading as a fluent process of combining information from a text and background knowledge to build meaning. The goal of reading is to get comprehension. When they read a certain written language, their underlying knowledge is working to extract the ideas from the words they are identifying. Thus, it is clear that students' base data that they have already had on their brain influence the process of constructing meaning from recognised words.

In line with this, Richards and Schmidt (2010) mentioned that reading is the process of understanding the meaning of a written text. It is obviously that students read to get knowledge contained in the text. It is impossible to understand the meaning from unknown words. Hence, their experience may recall to construct understanding and perception about the materials they are reading both literal meaning and inference meaning. They can directly do it when they have sufficient data base to process the information.

Additionally, Linse and Nunan (2005) asserted that reading is a fluent process of readers' combining information from a text and underlying knowledge to build meaning. This means the process of absorbing message from the text depends very much on how much they have ideas related to the topic. The written languages are served in letters, words, sentences, and paragraphs that encode the meaning. Consequently, the students use knowledge and skills to determine it.

In a nutshell, reading is not only pronouncing the written language or recognizing it, but also seeking meaning on what is read. It is a matter of decoding letters and comprehending it. Thus, it is the process of words recognition and comprehension. Reading is important for human life because they read to update information and to understand many things which can help every routine. Its importance is not only placed in education but also in language learning.

The Role of Reading in Language Learning

Most of all, reading plays a very significant role in L2 learning. Reading receives a special focus in many second or foreign language teachings. It is due to the fact that the students want to be able to read for

information and pleasure, for their career, and for study purposes (Richards & Renandya, 2002). Harmer (2007) also added that reading ability is especially important when students are learning English for Academic Purpose (EAP). Students nowadays are a part of international community where they are learning English in order to use it with others all over the worlds. For example, on the internet, it is in fact that they take part in a global target-language community (Harmer, 2007). Hence, having good reading comprehension in English will noticeably make them survive and prosper in that community.

Furthermore, Richards and Renandya (2002) mentioned that in most of EFL (English as Foreign Language) contexts, the ability to read is all that students ever want to acquire. Students of second language also want to have an ability to read English texts as well as they do in L1. This will open the window to know many science and information written in English. Moreover, reading serves them other language skills. The text provides good model for writing. It also offers some new topics for stimulating discussion in speaking. Moreover, it grants them with a bank of vocabulary, grammar, and idioms (Richards & Renandya, 2002).

Reading skill is very fundamental because it provides learners with input for developing the second language. It constitutes the language to which they are exposed. It can be a written language which serves as the data they must use to know the rules of the target language (Ellis, 1986). Things they understand from the reading text are called comprehensible input which is very valuable to facilitate their language learning.

The Input hypothesis is a group of five hypothesis of second language acquisition developed by a linguist Stephen Krashen in 1970s and 1980s. The theory put a primary importance on the comprehensible input. It is a crucial and necessary ingredient for the acquisition of language (Krashen, 2003). According to Krashen's input hypothesis, learners improve and progress when they receive second language inputs. Hence, in this case, teaching reading effectively can increase students' language proficiency with valuable inputs including vocabulary and grammar. Nunan (1999) defined comprehensible input as messages addressed to learners, which contain structures and grammar that are beyond the learners' current competence. Hence, based on the hypotheses, acquisition occurs when learners understand information that is just beyond their current stage of development.

According to Krashen's theory about the importance of input in language acquisition, reading is one of the language skills which provide comprehensible inputs for students. In other words, when a student

understands a message, ideas, or information in reading texts containing a structure which is one level in advance of his or her current competence, then the structure will be acquired (Nunan, 1999). As well, when they understand a piece of words which they previously do not know, the words will be acquired. Throughout, they can pick up many language features such as word synonyms, language structures, idioms and etc. which can further develop other language skills.

Krashen's theory for comprehensible input is a strong one. It is noted that successful SLA (Second Language Acquisition) is when input obtained from reading or watching television (Ellis, 1986). Reading involves processing information of the written text. That is why once they get the meaning of what they read, they have progressed on their language acquisition. Accordingly, reading strategy should be very effective so that it will be easier to obtain comprehensible input.

In correlation with this, Lightbown and Spada (as quoted in Rini, 2001), supported that reading gives a primary boost to metalinguistic awareness. It is the ability to treat the language as an object separate from the meaning it conveys. For example, children never say "cake the eat", although they do not know what is wrong with it. In school years, they know language has form as well as meaning. From reading, they learn that the words are presented in letters and other symbols on page, and they understand that language and sentences have multiple meanings. Reading a different type of text is essential for vocabulary growth as in narrative and nonfiction texts which have different ranges of vocabulary. This obviously contributes to the development of second language acquisition (Lightbown & Spada as cited in Rini, 2001).

Overall, reading is a core among language skills which helps other skills to develop including speaking and writing. Reading text can be utilized to stimulate discussion for speaking task and it can be the model of good writing which can be practiced by students. The most important thing is that reading assists students to progress in the language acquisition. Inputs from reading comprehension are very valuable for gaining language mastery in the target language.

Teaching Reading

As previously mentioned, reading skill takes central part of language skills. Therefore, teaching reading will be developed best in the interrelation of other skills where reading is taught in association with writing, listening, and speaking activities (Brown, 2001). Indeed, teaching reading for some teachers is not an easy task. It requires

strategies to be taught for students in order to comprehend different written codes. Students in EFL classroom are often served with various reading materials taken from journals, articles, books, newspaper which have complex structures and unfamiliar words. Hence, some issues arise in teaching reading about how students master the whole text and how to teach them.

Vocabulary mastery is very significant for reading in the second language. Limited vocabulary will make students misunderstand the content. On the contrary, rich vocabulary will make them easier to comprehend the text. In recent years, the teaching vocabulary has regarded as a fundamental and important aspect of language development due to the influence of comprehension-based approaches to language development. Its proponents mention that an extensive vocabulary can enable learners to outperform their competence. In other words, it is possible to obtain meaning from written texts even though they do not know the grammatical structure within the sentence (Nunan, 1999).

In order to teach reading skill effectively to EFL students, it is very important for teachers to manage their teaching with appropriate concepts which are suitable for students. Brown (2001) points out eight principles for interactive teaching reading. They are:

a. Do not overlook the importance of specific instruction in reading skills.
   This implies that the teachers have to look at the importance of any techniques in teaching reading comprehension. They should try different teaching strategies in reading class. Although there is much to be gained through extensive reading, intensive or silent reading also allows them to develop fluency.

b. Use techniques that are intrinsically motivating
   In this case, teachers should think of what makes interesting and relevant for students' reading. They have to take into account about how many words they can encounter in real life. Obviously, it requires the material which is familiar with students' experience. They are given chances to choose reading text which gives a degree of intrinsic motivation. Therefore, reading is taught by using students' personal experiences as the basis for discussion.

c. Balance authenticity and readability in choosing texts.
Authentic reading texts can provide what students really find in real life where the text provides simple grammatical structure and lexis such as advertisement, labels, reports, and essays. Authentic text is the simplest view of reading where readers can easly comprehend what the text is about, and those are linked with their own prior knowledge. According to Nuttal (as quoted in Brown, 2001) mentioned three criteria for choosing a reading text for students. Firstly, it must be interesting, enjoyable, challenging, and appropriate for their goals in learning English. Secondly, the text can facilitate the achievement of other language skills. The third criteria is a text with vocabularies and grammar which will challenge students without overwhelming them.

d. Encourage the development of reading strategies.
Every reading material that is brought to the classroom should be dealt with a certain strategy which further evaluates to what extent the students are successful in using a strategy or some strategies. Various strategies can be implemented in teaching reading comprehension. Hence, each should be applied in the process of understanding the text including the general information and details ones.

e. Include both bottom-up and top-down processing.
These two approaches are very common in teaching reading. The bottom-up approach is a process of recognizing written symbols through eyes, pronouncing it out, matching the symbols, blending them together to form words and deriving meaning (Nunan, 1999). This is reading process which focuses on the smallest units of language such as words to phrase and then combine them together to become meaningful to achieve understanding.

On the contrary, top-down process refers to reading by identifying its context. Obviously, in reading, context plays an important role in helping the reader to predict the meaning of an upcoming words. Reading is reconstructing meaning rather than recognizing forms (Nunan, 1999). Therefore, both approaches can be situated in teaching reading for different purposes. Bottom-up process can be the most effective and efficient way to teach reading for the early stage students. The use of both should be balanced.

f. Follow SQ3R sequence
    This procedure consists of survey, question, read, recite, and review. In survey, students skim the text to get an overview of main ideas. In question, students ask a question about what they want to comprehend from the text. In read, students read it to look for answers of their own questions. Recite is the reprocessing of the relevant points of the text both orally and written. In review, the students make assessment to what they have read.

g. Divide the teaching into pre-reading, during-reading, and after-reading phases.
    Pre-reading phase include introducing a topic, encouraging skimming, scanning, or predicting. Students can use their best base knowledge to adjust with the content of the passage. In during-reading, teachers ask students to state their purpose for reading rather than just reading because teacher's instruction. After-reading phase is checking comprehension by asking many questions. It can be vocabulary mastery, author's purpose and reasons of certain line of paragraph, studying structures, and directing students to a follow up writing exercise.

h. Evaluate some aspects of teaching reading technique.
    It embraces some aspects namely, doing (students' physical response), transferring (students' oral summary of the text), answering (students' answers of the questions), condensing (students' outline or notes), extending (students' ending story of the text), and duplicating (students' translation into L1).

Types of Classroom Reading Activities
    Types of reading activities in the language classroom can be derived from the variety of texts. Thus, teachers can determine to what activity students will be involved in by knowing kind of reading text. In this case, Brown (2001) stated two types of reading activities in the classroom. They are as follow:

a. Oral and silent reading.
    Oral reading can serve as a tool to evaluate students' bottom-up reading technique and also to check pronunciation. In fact, errors in

spelling and pronunciation can be identified during oral reading so that correction can be given.

b. Intensive and extensive reading
    Intensive and extensive reading can be put into silent reading where students focus on the linguistic or semantic details of a text consisting of grammar forms, markers, and other surface structure of clause and sentence. Meanwhile, extensive reading is to achieve general understanding of a usually somewhat longer text for example book articles, or essays. Pleasure reading is often extensive where mostly performed outside classroom. Students should be engaged more in this kind of activity in order to get broader knowledge.

Factors Influencing Reading Comprehension

There are some factors affecting students' reading comprehension in the target language. Westwood (2008) mentioned some reasons underlying their comprehension in L2 reading namely limited vocabulary, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text (readability), inadequate use of effective reading strategies, problem with processing information, problems in recalling information after reading.

In terms of vocabulary, Allen (2003) said that vocabulary is a fundamental component of second language proficiency because goal of language learning is to know the meaning of words. This underlies the fact that the second language learners have to know a lot of vocabulary in the target language to understand both the spoken and written language particularly. They need large vocabularies to understand words which are presented in English text.

In addition, Nunan (1999) added that "the development of a rich vocabulary is an important element in the acquisition a second language." This means that word is very important in learning reading skill because it helps learners to get comprehension from the text which can also facilitate them to master other skills. It is the total numbers of words with their meaning and rules for combining them to make up the language. Therefore, students will have dificuties in reading skill if they have limited vocabulary.

Lack of fluency will also become one of the students' obstacles in reading. Due to lack of fluency, they cannot easily catch the meaning from the text they are reading. Students with low fluency in reading

comprehension will difficult to understand the word. Further, lack of familiarity with the subject matter can be a problem in reading class for students. Teachers' selection of material which is not familiar to students' experience or real life will make them unmotivated to learn. This is also called as difficulty level of the text (readability).

Another factors causing difficulties in the students' reading comprehension is inadequate use of effective reading strategies. Actually, the use of strategy in reading the second language is very essential. Sometimes, the students can guess the meaning instead of knowing it explicitly. The students should be taught strategies to comprehend the L2 reading very well. Additionally, problems with processing information and in recalling information after reading are also obstacles. Students have problems to process and recall information after reading. This condition is called dislexia.

Guessing Word Meaning from Context as a Reading Strategy

Context plays a crucial role in helping students to predict the meaning of an upcoming word. For example, the sentence is "It was the dead of night, and the owl began to ho...?". Most readers would immediately predict that the next word is *hoot*. Reading is more than mechanical decoding, but generating meaning that makes sense semantically (Nunan, 1999). Therefore, it is worth teaching students how to derive meaning from its context in order to help their comprehension of the whole text. This implies that reading comprehension is not solely obtained from recognizing words on texts or other surface structure lies on a passage. Instead, its context potentially gives readers meaning to comprehend the text.

Context is often provided to influence text comprehension. Determining the meaning of unknown words proves to be easier when they are presented in context (some words in isolation vs. in passages). Richards and Renandya (2002) asserted that guessing word meaning from context will directly enter implicit memory than the concept of the word. It raises consciousness of the unfamiliar words. There are various effects of guessing procedures including raising students' confidence, making them sensitive to clues available, and helping them avoid strategies such as focusing too quickly on the form of words that will reduce chances to guess accurately. In reading, students need to pay attention to the context because it helps them to get overall meaning without focusing on meaning of every single word.

The need to guess the meaning of words from context is frequently emphasized in textbook used in school system, and students are expected to have much practice in this reading strategy (Alderson & Bachman, 2000). The use of English-Indonesian dictionary does not always assist students to find the meaning of difficult words. In this case, the students can refer to its context to guess word meaning which they cannot get clearly from the text.

In sum, guessing meaning from context is a strategy to increase reading comprehension in the second language where students often gets difficult to have word meanings explicitly. As a consequence, implicit meaning can be derived from the context to get comprehension. The words and sentences usually surround a particular word, and thus, using context is a better strategy which helps student guess the words' meaning (Brown, 2001). This is one of a significantt reading strategies that students have to acquire to cope with the texts.

Technique for Guessing Word Meaning from Context

Recent approaches of teaching reading have emphasized the significance of students' reading strategy including guessing word meaning from context. Hence, some procedures are absolutely required to guess effectively. Here are some points proposed in Hosenfeld's study to be a successful contextual guesser (as cited in Alderson & Bachman, 2000):

a. Keep the meaning of a passage in mind while reading and use it to predict meaning.
    When confronting with a reading text, students may understand a part or some points from what is told in the text. They should use this understanding to predict the meaning of an upcoming words or sentence. They may be related each other, therefore it is beneficial to keep the meaning in mind and use it to guess other meaning.

b. Skip unfamiliar words and guess their meaning from remaining words in a sentence or later sentences.
    As stated above, words or sentences are linked to each other in the text. Thus, if getting unknown words, just skip it and use the rest of words to predict its meaning.

c. Circle back in the text to bring to mind previous context to decode an unfamiliar word.

Reading text contains various word synonyms from the familiar one until unfamiliar ones. A word will be repeated many times along paragraphs in form of synonyms. Hence, students should review back to the previous context to translate or infer the meaning of unknown words.

d. Identify the grammatical function of an unfamiliar word before guessing its meaning.
Grammatical pattern also plays role to provide clues for guessing best meaning. For example, *slowly* is an adverb that will give students inference that it describes the way of something done. The word formation such as *unbelievable, unwilling, insecure, reinforce-ment, irrita-tion,* and etc. can help them to define the complicated sentences. This at least will help them to infer the meanings of other words from the text.

e. Examine the illustration and use information contained in it in decoding.
Written language tells about many things of the worlds. It may illustrate something for instance the passage about solar systems. The students even definitely have a little information about solar system and this should be supported by the illustration which requires them to involve everything they know about. Then, the ideas will fit to what the text tells about.

f. Read the title and draw inferences from it.
The title is a primary point of the text which covers all things within the text. When a student can catch the meaning of the title, he or she can also relate it to draw the meaning of the text.

g. Refer to the side gloss.
Side gloss means the interpretation of a word in form of commentary, annotation or views. Sometimes, a word has been previously described in a sentence. Therefore, students should refer the unknown word to the side gloss to get closest meaning.

h. Recognize cognates
In reading comprehension, identifying cognates or similar words is very important. As previously stated, a written text is rich of its

synonyms. Consequently, strategic readers should be aware of the spread of synonyms on the whole passage.

i. Use knowledge of the world to decode an unfamiliar word.
    Students are considered to have a bank of knowledge in their brain. Therefore, reading is the activity which can activate their underlying knowledge. The wider the knowledge they have the more they can apply it to comprehend the text. As well, unfamiliar words can be decoded by using their base knowledge.

j. Skip words that may add relatively little to total meaning.
    Students do not need to read all texts to understand it completely. Some words and sentences probably do not give significant meaning to the text. Those are called additional information. They may skip to move to the important ones.

RESEARCH METHODOLOGY

This study was conducted by using a quasi experimental study in which the researchers did an experiment on a technique used to teach the students reading skill. Quasi experiment is a kind of experimental study when random objects, in this case students in the classes, are impossible to be equivalent because the classes are assigned by administrative procedures (Griffee, 2012). The researchers carried out an experimental teaching by using technique of guessing word meaning from the context to know whether it could improve students' reading comprehension. Therefore, students were divided into two groups; experimental group and a control group. Each group was treated differently in the teaching learning process. The experimental group was taught reading by using technique of guessing word meaning from the context, while¸ the control group was taught by applying conventional method.

Prior to experiment, pre-test was given to both groups to know their initial reading ability. Afterwards, the researchers conducted experiments. After teaching by applying technique of guessing word meaning from the context, post-test was implemented to know students' achievement after receiving this reading strategy. Questionnaire was also used to collect the data related to the students' perceptions on the implementation of guessing word meaning from the text in teaching reading.

This research was conducted at UIN Ar-Raniry for English department students. The population of this study was all the second semester studends who took reading comprehension 1. There were 4 units or classes in the second semester which consisted of 140 students. Using random sampling technique, the researchers chose unit I which consisted of 35 students as experiment group (EG) and unit II which consisted of 35 students as control group (CG).

The data obtained from the test were analysed by using SPSS 2015 version 23 in order to find out the difference between the means and standard deviation of reading scores of both experimental and control group. Besides, z-test was calculated to test the hypothesis. To know students' responses toward the implementation of guessing word meaning from the context technique in teaching reading, the percentage formula was used to analyze the questionnaires.

RESULTS AND DISCUSSION

Z-Score Result

The result shows that the z-score of pre-tests for EG and CG was -0.55. Based on the z-score criteria, this value is in accepted area at the limit given (between -1.96 and 1.96 at the level significance 5%). Therefore, the alternative hypothesis (Ha) was rejected and the null hypothesis (Ho) was accepted. It means that the students' reading ability in the EG and CG before learning by using guessing word meaning from the context was nearly the same.

After the treatment was given, the result shows the mean score of EG on the post-test was 79.37 and the mean score of CG on the post-test was 78.83. The standard deviation value of CG on the post-test was higher than standard deviation value of EG on post-test. It means that the post-test mean score of EG was more homogenous than CG's. In other words, the effect of teaching by using guessing word meaning from the context on the students' reading skill was positive. The difference was also indicated from z-test score which was -5.55, which was more than the limit (between -1.96 and 1.96) at the level significance 5%. It means that the scores of the two groups were significantly different. In other words, teaching reading by using guessing word meaning from the context provided more significant result. It proved the hypothesis that teaching reading by using guessing word meaning from the context gave positive effect on the students' reading achievement.

Questionnaires Result

The result of questionnaires proved that there were positive responses toward the implementation of guessing word meaning from the context in reading comprehension. All students agreed that using guessing word meaning from the context was fun in which it motivated them in comprehending the reading texts. Besides, they argued that their ability in reading comprehension increased by using the technique. They stated that they felt confident to prove their reading comprehension when learning with guessing word meaning form the context and it helped them to deal with the difficulties in reading comprehension. The questionnaire result also showed that the majority of students agreed that their ability in reading comprehension increased by using guessing word meaning from the context. It was proved by the result of statement 4, in which 12 students (34.3%) strongly agreed, and 20 (57.1%) students agreed with statement 4. There were also 9 students (25.7%) who strongly agreed and 26 students (74.3%) agreed that strategy of guessing word meaning from the context motivated them in reading comprehension. The total number of students agreed that their background of knowledge were activated during learning by using guessing word meaning technique and they felt confidence to prove their reading when learning by using guessing word meaning from the context. All students on EG also felt more curious about the content of reading passage when learning with the technique of guessing word meaning technique from the context. They admitted that they could solve the difficulties in reading test by using the strategy of guessing word meaning from the context.

Discussion

After implementation of guessing word meaning at Ar-Raniry State Islamic University, the researchers found that there was a significant difference in reading achievement between students who were taught by using guessing word meaning from the context and the students who were not taught by this technique. Students who were taught by using guessing word meaning from the context reached higher post-test scores than those who were taught without using guessing word meaning technique. The mean score of EG's post-test was 78.83, whereas that of CG was 79.71. The z-test result for this difference was -5.55. According to z-test result, the difference was significant because it exceeded the limit of significant value (between -1.96 and 1.96) Thus, the Ha was accepted, while the Ho was rejected.

The finding was supported by the previous study by Fitri (2016) who found that guessing word meaning from the context improved students' reading achievement. The finding also supported a theory by Richard and Renandya (2002) that guessing words meaning from the context will directly enter implicit memory than the concept of the word. It raises consciousness of the unfamiliar words. It also has some benefits including raising students' confidence, making them sensitive to clues available and helping them to avoid focusing on the form of words that will reduce the chance to guess accurately. It means that guessing words meaning from the context apparently helps students to pay attention to the context and get overall meaning without focusing on meaning of every single word.

The finding of present study is also supported by the previous study by Kojima and Narita (2004) who revealed that the post-reading comprehension test and the post-word guessing influenced reading comprehension in which the ability of guessing word meaning of unfamiliar words extended significantly at 0.1 level. In this case, the students used their experience and previous knowledge to determine the meaning of words in the texts as proposed by Alderson & Bachman (2000). The finding is similar to that of this research in which even though the students did not know all the words' meaning, their knowledge of the world helped them decode unfamiliar words in the text. The wider knowledge students' have, the more they can apply it to comprehend a text in reading.

Furthermore, the result of questionnaires proved that there were positive responses toward the implementation of guessing word meaning from the context in reading comprehension. There were 88.6% students who strongly agreed and agreed that using guessing word meaning from the context was fun in learning. Interestingly, all of the students agreed that the guessing word meaning from the context motivated them in reading comprehension. Furthermore, 91.4% students argued that their ability in reading comprehension increased by using the technique. All of the students also stated that they felt confident to prove their reading comprehension and 100% students argued that the guessing word meaning technique helped them to deal with the difficulties in reading comprehension. As a conclusion, the students' responses proved the second hypothesis that there was a positive response toward the implementation of guessing word meaning form the context in reading comprehension. It is in line with the Brown's theory (2001) that guessing meaning from context is a strategy to increase reading comprehension in

the second language where students often gets difficult to have word meaning explicitly. The implicit meaning can be derived from the context to get comprehension. The words and sentences usually surrounding a particular word, and thus, using context is a better strategy which help student guess the words' meaning (Brown, 2001).

Suggestions

The researchers suggest English teachers to consider using guessing word meaning from the context in teaching reading comprehension. The researchers also expect that this research can be a reference for teachers to improve their students' ability to deal with difficulties to understand the meaning of new vocabularies in many kinds of texts. The finding can also be one of the references for teachers in designing interesting and up to date teaching technique in teaching reading comprehension. Moreover, due to the existing drawbacks, the researchers also recommend other researchers to do similar research in other schools by using more subjects so that the results can substantiate the finding of this present study.

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