

**IMPROVING STUDENTS' READING COMPREHENSION SKILLS OF
THE ELEVENTH GRADE STUDENTS AT SMAN 1 SIMPANG TERITIP
THROUGH CONTEXTUAL GUESSING STRATEGY**



A THESIS

**Submitted to the Undergraduate Program in Partial fulfilment of the
requirements for bachelor Degree of Education (S.Pd)**

By

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Hereby declare that the thesis entitled "Improving Students' Reading Comprehension Skills of the Eleventh Grade Students at Sman 1 Simpang Teritip Through Contextual Guessing Strategy" is the original work of my own and is the result of my independent research. It is not a work that has been previously submitted by another person to obtain a degree at any higher education institution. Furthermore, I am fully aware that I have quoted some statements and ideas from various sources such as books, journals, articles, and other academic publications. All such quotations and references have been properly acknowledged in accordance with academic writing conventions. This thesis was written to fulfil the requirements for the Bachelor of Education (S.Pd) degree at the State Islamic Institute of Syaikh Abdurrahman Siddik Bangka Belitung.

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MOTTO

*At least I've tried to be better every day because
progress over perfection*

DEDICATION

Alhamdulillah rabbil 'alamin

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**IMPROVING STUDENTS' READING COMPREHENSION SKILLS OF
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TERITIP THROUGH CONTEXTUAL GUESSING STRATEGY**

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Abstract:

This study aimed to improve the reading comprehension skills of the eleventh-grade students of SMAN 1 Simpang Teritip through the Contextual Guessing Strategy. The objectives were to examine its effect on students' comprehension and to identify whether a significant difference existed between students taught with and without the strategy. Using a quasi-experimental design with a non-equivalent control group, the study involved 61 students divided into experimental (31) and control (30) groups. Data were collected through pre-tests, post-tests, and observations. Results showed that the experimental group's mean score increased from 57.06 to 79.00, while the control group improved from 55.07 to 70.43. The independent sample t-test indicated that $t\text{-count} (3.40) > t\text{-table} (2.00)$, confirming a significant difference between the groups. In conclusion, the Contextual Guessing Strategy effectively enhanced students' reading comprehension, especially in narrative texts. Teachers are encouraged to apply this strategy to foster active learning and reduce reliance on translation.

Keywords: *Reading Comprehension, Contextual Guessing Strategy, Narrative Text.*

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