

**IMPROVING STUDENT'S READING SKILL USING CONTEXTUAL  
GUESSING MEANING TECHNIQUE IN SEVENTH GRADE OF MTS  
DIPO KERTI COPER-JETIS-PONOROGO IN ACADEMIC YEAR  
2015/2016**

**THESIS**



**BY:  
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**ENGLISH DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF PONOROGO  
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**Presented to  
Muhammadiyah University of Ponorogo  
In Partial fulfillment of requirement  
For the degree of *Sarjana* in English Language Department**

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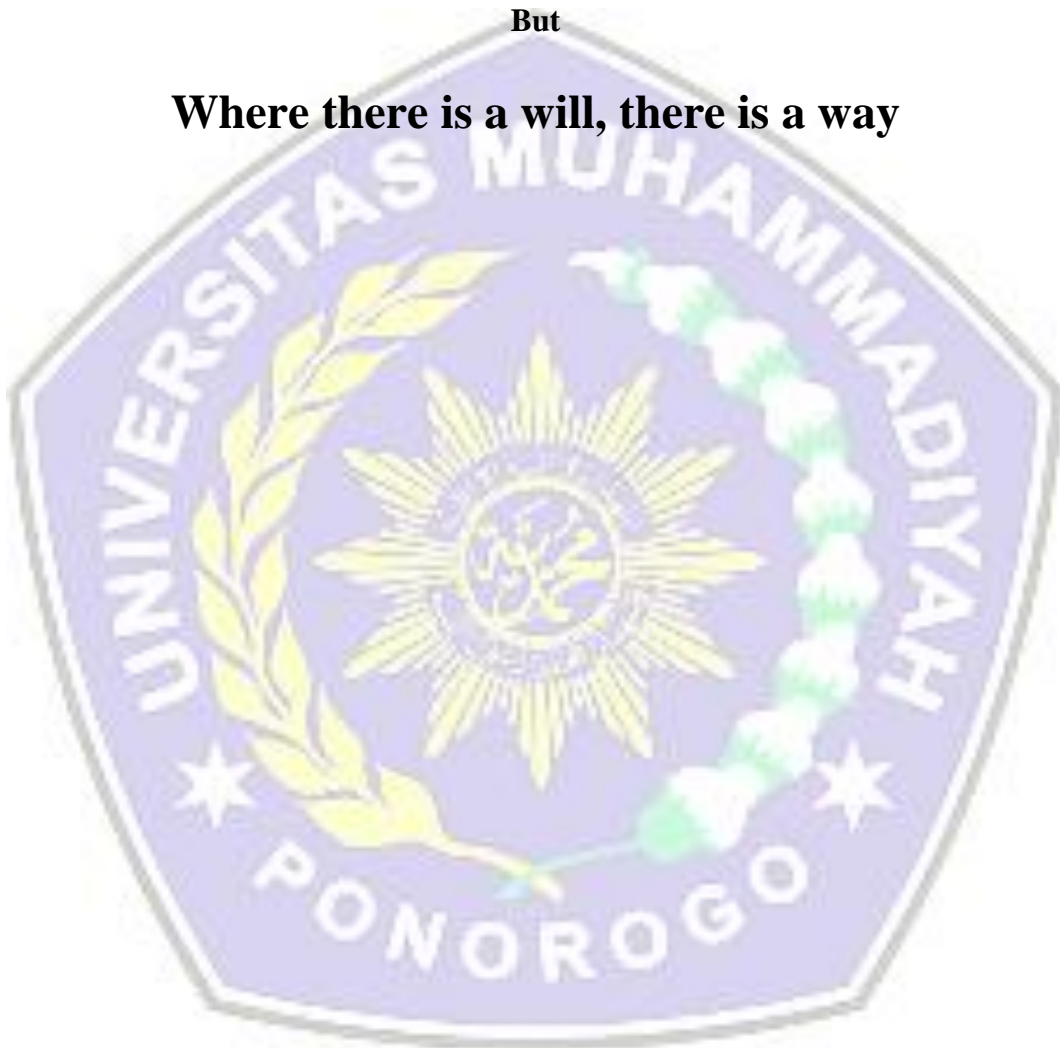
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# MOTTO

**Life wasn't meant to be easy**

**But**

**Where there is a will, there is a way**



## **DEDICATION**

*I dedicated this thesis to:*

### **My beloved my parents**

*(Slamet Riyadi and Sumarsih)*

- ❖ Who always silent pray for my happiness and success in my journey
- ❖ There is no one who can give me endless love like you
- ❖ I cannot do anything without everything that you give to me
- ❖ I cannot for anything just thanks for everything

### **My beloved young brother**

*(Rozaqi Baidlowi)*

- ❖ That understanding I need and always support me
- ❖ We will always love and pray each other

### **My lovely person**

Thanks for your help, suggest and support to me. I never forget your kindness.

### **All of my close friends**

- ❖ In FKIP and UMP who take care about me, I say thanks you for your attention, patient and all of the happiness for me.



## ACKNOWLEDGEMENT

In the name of Allah the gracious, the most merciful and beneficent all the prices and thanks to Him, the Lord of the universe. Peace and blessing of Allah may be upon the honor Allah's messenger, Muhammad, his family, his companions and his followers until the end of the day.

In arrangement and finishing this thesis, the writer has gotten help from many people. Therefore, here the writer wants to say thanks to:

1. Dr. Bambang Harmanto, S.Pd., M.Pd. as the Dean of Teacher Training and Education Faculty of Muhammadiyah University of Ponorogo.
2. Niken Reti Indriastuti, SS., M.Pd. as the Head of English Department of Teacher Training and Education Faculty of Muhammadiyah University of Ponorogo and as the First Advisor who has given permission, guidance, advice, suggestions, and information from the beginning until the completion of this thesis to the researcher to finish this thesis.
3. Diyah Atiek Mustikawati, S.Pd, M.Hum the second advisor who has given guidance, support, advice, suggestion, and information from the beginning until the completion of this thesis to the researcher to finish this thesis.
4. All Lecturers of English Department of Teacher and Education Faculty
5. All people that support my in creating my thesis.

The writer realizes that the thesis still has many weaknesses. Therefore, the criticisms that able to build or developed this thesis are expected for perfecting. The writer also helps thesis is useful for the reader.

Ponorogo, 3<sup>rd</sup> March 2016



## ABSTRACT

**Zakiah, Arini.** 2016. *Improving Student's Reading Skill Using Contextual Guessing Meaning Technique In Seventh Grade Of MTs Dipo Kerti Coper-Jetis-Ponorogo in Academic Year 2015/2016.* Advisors: (1) Niken Reti Indriastuti, M.Pd. (2) Diyah Atiek Mustikawati, S.Pd. M.Hum

Key Words: Reading Ability and Contextual Guessing Meaning Technique

There are four language skills that should be mastered in English namely speaking, reading, writing, and listening. Most of the students regard that reading is one of the difficult aspects. Therefore, Contextual Guessing Meaning Technique is appeared as a technique that offers an opportunity for all students to guess the meaning of unknown words from the context using pictures or statement as clues surrounding the text. So, this research focuses on implementation of contextual guessing meaning technique improve the students' reading skill in the seventh grade of *MTs Dipo Kerti Coper-Jetis-Ponorogo 2015/2016* academic year”

The purpose of the study is known to improve the students' reading skill using contextual guessing meaning technique in the seventh grade of *MTs Dipo Kerti Coper-Jetis-Ponorogo 2015/2016* academic year. To achieve the purpose above, writer use observation, questionnaire and test to get data about the application of English teaching learning process. By using contextual guessing meaning, the writer tries to explain the application of English teaching learning process to take the general conclusion.

By using action research methodology, the writer applied the method for students of seven grade of MTs Dipo Kerti. The research was conducted in two cycles. KKM of the test is 7.00. Based on the result of test in cycle one, it was found that 14 students got score under 7.00. It meant that criteria of success had not fulfilled. Therefore, the researcher continues to cycle two. After conducting cycle two, finally the result of the test showed that students had reached of KKM. It meant that the students' minimum score reached 7.00.

It is suggested to the students in improving their reading skill and to the English teacher and institution at elementary school to apply this method in teaching reading.

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