

APPLICATION OF THE “INTELLIGENT GUESSING” METHOD TO OPTIMIZE THE ABILITY OF READING ENGLISH OF STATE JUNIOR HIGH SCHOOL IN TUBAN, EAST JAVA, INDONESIA

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Abstract: The purpose of this study is to improve students' ability to understand English discourse through effective interpretation of word meanings where students do not need to continually open dictionaries but by using analysis through interpretation of basic sentences in English. The method used in this study is by comparison. Data was collected through questionnaires, observations, interviews and student progress sheets. The results of this study indicate that the intelligent guessing method can increase the percentage of students' mastery of English vocabulary by 17%. So this method makes it easier for students to understand English discourse.

Keywords: Intelligent Guessing, Reading Ability, Optimize

Introduction

A. Background

In learning English there are four language skills that must be mastered by students. The four language skills are listening (listening (reading), speaking (speaking) and writing (writing).

In learning to read the problem that is often faced by students in facing English texts is the problem of difficult words that often become obstacles in understanding reading in full. So that difficult words are considered a scourge for them.

Various opinions then emerged with their respective arguments. Some argue that without understanding difficult words will not understand the whole reading idea. They then have to open a dictionary as a helping god or maybe ask those who know better and some even stop reading and looking for easier reading.

The problem is that if the reading has too many difficult words, the strategy to open a dictionary is an inefficient way. If the second path we take is to ask an adjoining friend who we think is even smarter it will be detrimental and can be a friend we ask to be out of patience because we have to serve our repeated questions.

From the results of the research of the author during several years of teaching in the classroom there are several causes of student difficulties in understanding English discourse, including:

1. The teacher is less able to carry out the English discourse teaching strategy properly. Based on experience it is reported that there are still difficulties in teaching English discourse in which there are many vocabulary words that students have not yet understood.
2. Discourse material is too difficult for students. Most students have difficulty understanding discourse because many vocabulary are not understood.
3. The lack of vocabulary mastered by students is felt to be very disturbing to teaching reading. Discourse material feels heavy for students so they are reluctant to follow the learning process.
4. Teachers are less able to apply the right techniques to teach vocabulary. Mastery of vocabulary teaching techniques is needed so that teaching and learning activities can be interesting and impressive for students, so that the vocabulary taught is easy for students to remember.
5. The technique or method applied by the teacher to teach vocabulary is less varied.
6. Lack of using media or tools in teaching and learning activities. This is because the books used in learning are loaded with pictures, so teachers are reluctant to prepare teaching aids.

To overcome the above problems it is necessary to conduct classroom action research that is useful to help teachers produce valid and relevant knowledge for their class to continue to improve learning in the form of:

- implementing learning innovations from below,
- curriculum development at school level and class level,
- increasing teacher professionalism through a continuous process of systematic training.

In classroom action research held can focus attention on the study of the learning process in the classroom. The aim is to improve the quality or improve the learning process that is carried out routinely. In learning activities, teachers need to always try to develop and improve their learning methods in order to be able to produce learning models that are in accordance with their class characteristics. Thus classroom action research can be seen as a vehicle for implementing classroom learning innovations.

In this study the writer tries to offer an alternative that the writer considers more efficient and more creative as a solution to help students understand an English discourse text. The method the writer uses in this application the writer calls intelligent guessing while still paying attention to syntactic constructs in the text we read. Assuming that understanding a word has not provided a relatively complete clue if the sentence containing the word is not understood. Therefore, understanding sentences also plays an important role in understanding a reading.

In this strategy we stick to the basic knowledge of general sentence patterns used in English. We can describe these patterns briefly, namely: Subject, Predicate / Verb, Object, Complementary and Adverb. With this intelligent guessing technique, teachers do not need tools that are difficult to get around the lives of students and students themselves will be increasingly challenged to seriously think more creatively and smartly.

B. Scope

The discussion of this problem is limited to the level of students' ability to understand difficult vocabulary through the intelligent guessing method.

The teacher only gives a simple clue to students and students mimicking what the teacher has done with his own analysis to be able to analyze sentence patterns and then analyze the words that are considered difficult.

C. Objectives and Benefits

1. Purpose

To improve students' ability to understand English discourse through effective interpretation of word meanings, where students do not need to continuously open dictionaries but by using learning analysis through interpreting basic sentence patterns in English.

2. Benefits

The benefits of learning English with an emphasis on learning to understand English discourse through interpreting meaning with intelligent guessing techniques have many benefits, namely:

- a. Students can interpret the meaning of words or phrases from the context.
- b. The ability to read students' English discourse through interpreting the meaning of words or phrases from an increasing context.
- c. There will be more creative and dynamic learning interactions between teachers and students through various obstacles encountered by students to be discussed together.
- d. Students become more serious and motivated to learn the subject of English language discourse so that students will be more stable and positive about English lessons which have often been considered difficult, so that it will further improve the quality of students.

D. Definition of Terms

1. Intelligent guessing: A method of analyzing difficult words based on certain contexts that are rational or reasonable.
2. Optimal: The process is carried out continuously to obtain maximum result.

Activity Report

Reading skills are important things that must be mastered by students in language learning competencies. In learning foreign languages such as English there are many obstacles faced by students in understanding English texts mainly because of the lack of vocabulary they have.

Due to the constraints of the lack of vocabulary it will interfere with teaching reading. Discourse material that feels heavy for students also causes them to be reluctant to follow the

learning process. Teachers need to use vocabulary teaching strategies or techniques that can arouse students' interests intelligently.

This intelligent guessing method activity the writer did at the end of the first semester of the academic year 2019/2020 in Jatirogo Junior High School 1, Tuban, East Java, Indonesia.

In this study the activities carried out consisted of several stages, namely the preparation of learning programs, presentation of learning programs, and assessment of the learning program process.

A. Preparation of the Learning Program

In preparing this learning program the teacher needs to always try to develop a learning model according to the characteristics of his class. The method developed here is not using learning equipment that is difficult even without tools except reading texts.

As an effort to develop the ability to communicate in English, reading skills are very important to improve children's understanding and thinking skills. The obstacle that students often face as foreign language learners is the lack of vehicles they have. Though vocabulary plays a very important role in developing all four English language skills. In other words, the more students master vocabulary, the easier it will be for them to develop their language skills.

Vocabulary and the ability to apply it not only relate significantly to reading comprehension but also with intelligence, thinking ability, and academic achievement. Even Knight (1994) once said that the acquisition of vocabulary is the most important aspect in learning a foreign language.

As also according to Medly (1982) that in the effective learning process there are four characteristics that need to be considered:

- 1 Teaching performance (mastery of teaching materials), preparation for teaching and so on.
- 2 How to teach.
- 3 Competence in teaching.
- 4 Wise decision making.

In the learning program about the application of the method of intelligent guessing to optimize the ability to read this English discourse there are a number of things that need to be done, including:

- i. The teacher presents a new text by not explaining difficult words to students.
- ii. Ruler, as a tool to underline difficult words.

In this study students are not allowed to open the dictionary until a specified time.

B. Presentation of the Learning Program

In presenting the reading learning program with the intelligent guessing method, there are several steps in the activity carried out as follows:

1. The teacher gives English discourse texts to students.
2. The teacher gives examples of correct pronunciation to students.
3. Ask each student to understand the topic of the discourse given by the teacher.
4. Asking each student to underline words that they find difficult or which have no known meaning.

5. Ask students to describe the sentences in the discourse that contain difficult words into the Subject, Predicate (verb), Object, Adjective, Adverb, and / or Complementary. From here, students are expected to know the type of words from the unknown meaning.
6. To facilitate student understanding after determining the patterns of sentences in sentences that contain these difficult words, then the teacher gives the following explanation:
 - If the difficult word (word X) is a verb, students are told to ask what does what, namely by asking, what the subject does to the object.
 - If the difficult word is an adjective, students are told to ask what is what, namely: what is this noun and see the context of the discourse around it.
 - If a difficult word is an adverb, students are told to ask what does what how, namely: this noun does something to something else in what way?, that meaning can be estimated from the context.
7. After the teacher gives clue assistance above, students are told to guess the words they find difficult.
8. The teacher then assesses the results of the student's work.

With this intelligent guessing technique, students will increasingly actively sharpen their intelligence. Teachers encourage them to rely on their intelligence and encourage students to use context to find meaning by not relying on dictionaries or asking other people.

C. Assessment of Learning Outcomes Process

Assessment is a very important aspect in the learning process to determine the extent to which there is an increase in learning outcomes that have been done. In evaluating the learning outcomes of understanding discourse through the intelligent guessing method, the author made several steps, namely:

1. After understanding the discourse is complete, the author asks students to look for words that they find difficult and then underlined.
2. Students are told to guess difficult words using the intelligent guessing method.
3. Based on the results of student answers, the teacher provides an analysis of the results of the words toward the results of the student's translation.
4. Then the teacher gives what percentage of the student's answer is correct and what is wrong.

Results Report

After learning English using the intelligent guessing method, it is proven that this learning can really improve children's language skills positively.

The study of the learning process reported in this study is the result of observational reading of class VII students of Jatirogo Junior High School 1, Tuban in the academic year 2019/2020 on the development of students' English reading skills with teaching methods with an emphasis on optimizing reading skills with intelligent guessing.

To get a description of the results of this study, the first author is to provide English language text lessons for class VII junior high school students in semester 1 of the academic year 2019/2020.

In this study data was collected using several instruments, including questionnaires, observations, field notes, and interviews, as well as student progress sheets. The questionnaire contains questions to determine the level of difficulty of students and the handling of student difficulties. To measure student success after testing the understanding of English texts, the test results were then analyzed.

From the results of the study there are two types of research data to determine the level of student progress in understanding discourse with the intelligent guessing method as seen in the tables below.

Data on the progress of students of Jatirogo junior high school 1 in understanding English discourse through tests of interpreting the meaning of words regardless of the intelligent guessing pattern / method:

Step 1 (Without using the intelligent guessing method)

No	Class	Item types	
		Vocabulary (percentage of mastery of difficult words)	Question (percentage of ability to answer questions)
1.	VIIA	65,2	66
2.	VIIB	65	48
3.	VIIC	50,2	47
4.	VIID	46,3	43
5.	VIII E	65	66
6.	VIII F	66	68
Total of completed study classes		4	3
Percentage of number of completed study classes		66 %	50 %

Table 1: Results of reading test of class VII English subjects in semester 1 of Jatirogo Junior High School 1 Tuban, material "The Animal" 2019/2020 Academic Year .

Step 2 (Using intelligent guessing)

No	Class	Item types	
		Vocabulary (percentage of mastery of difficult words)	Question (percentage of ability to answer questions)
1.	VIIA	88	89
2.	VIIB	65	67
3.	VIIC	66	68
4.	VIID	60	61
5.	VIIIE	90	92
6.	VIIIF	94	96
Total of completed study classes		5	5
Percentage of number of completed study classes		83 %	83 %

Table 2: Results of reading test of class VII English subjects in semester 1 of Jatirogo Junior High School 1 Tuban, material "The Animal" 2019/2020 Academic Year.

After paying attention to the results of student learning progress tests in understanding the English text discourse above, it can be concluded that the learning actions implemented through the intelligent guessing method can work better. This is evidenced by an increase in students' ability to understand English discourse.

Conclusion**A. Conclusion**

Learning methods of understanding English text discourse using intelligent guessing methods need to be developed in learning in schools, because it proves the existence of more value in improving students' ability to understand English as a foreign language in our country. Based on the research data above, it turns out that learning in this way turned out to be more effective and very positive and reduce students' dependence on the use of dictionaries which turned out to require very ineffective time.

Using the intelligent guessing method, there are several advantages. First, students can learn more creatively, both students' ability to analyze more increases, the three students can learn more independently and not depend on the dictionary, and students will also be able to use their time to be more effective.

B. Suggestion

Based on years of experience in the process of learning English, the author would like to offer the following suggestions:

1. Teachers should continue to innovate learning methods to overcome the problem of learning that is very dynamic with a very diverse character and level of student intelligence.

2. It is necessary to look for learning methods that can improve students' intelligence both in terms of competence, spiritual and emotional and interesting learning and can bring students enthusiasm even though this is not easy in its application in the field.
3. Students are also expected to continue to improve their learning motivation to achieve a better future by continuing to read a variety of knowledge.
4. And the government and stakeholders must not forget to continue to improve educational facilities and infrastructure to obtain more maximal educational outcomes in the present and future.

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