Improving Reading Comprehension Achievement by Using Contextual Redefinition Strategy of the Students of SMA Negeri 1 Indralaya Selatan

A Thesis by

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DEDICATION

This thesis is dedicated to:

1. **My parents, Elias Robinson Manik with Erika Nainggolan, who always show the best ways of loving, supporting, and praying for me to do my best.**
2. **My elder brother, Yunando Manik, and my younger brother, Gomgom Haggai Manik.**

Motto:

Do not stop trying to explore your idea for your best. ☺

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Indralaya, Agustus 2015

The witer,

RAM

TABLE OF CONTENTS

ACKNOWLEDGEMENT i
TABLE OF CONTENTS ii
LIST OF TABLES v
LIST OF FIGURES vi
LIST OF APPENDICES vii
ABSTRACT ix

CHAPTER I INTRODUCTION

1.1 Background of the Study 1
1.2 The Problem of the Study 4
1.3 Objective of the Study 4
1.4 Significance of the Study 4
1.5 Hypotheses 4

CHAPTER II LITERATURE REVIEW

2.1 Reading Comprehension 6
2.2 Levels of Comprehension 7
2.2.1 Literal 7
2.2.2 Inferential 7
2.2.3 Evaluative 8
2.2.4 Appreciative 8
2.3 Contextual Redefinition Srategy 8
2.4 Previous Related Studies 11
2.5 Advantages of Contextual Redefinition Strategy 12
2.6 Hypothesis 13

CHAPTER III METHOD AND PROCEDURES

3.1 Method of Study 14
3.2 Teaching Procedure of Experimental group 15
3.3 Teaching Materials ……..... 17
3.4 Variables of the Study 18
3.5 Operational Definition 18
3.6 Population and Sample 19
3.6.1 Population 19
3.6.2 Sample 19
3.7 Technique for Collecting Data 20
3.8 Validity and Reliability 20
3.8.1 Validity 20
3.8.2 Reliability of the Test 21
3.9 Technique for Analyzing Data 22

CHAPTER IV FINDING.S AND INTERPRETATIONS

4.1 The Findings of the Study …….…….. 23
4.2 Result of the Test ……..….. 23
4.2.1 Result of the Test of Experimental Group 24
4.2.2 Result of the Test of Control Group 25
4.3 Normality of the Data 25
4.4 Statistical Analysis 27
4.4.1 The Statistical Analysis of the result of the Pretest and Posttest of Experimental Group …… 28
4.4.2 The Statistical Analysis of the Result of the Pretest and Posttest of Control Group …… 29

4.4.3 The Statistical Analysis of the result of the Posttest of Both Experimental and Control Group ……. 30

4.5 Interpretation of the Study ……..... 30

CHAPTER V CONCLUSION AND SUGGESTIONS

5.1 Conclusions ……. 32

5.2 Suggestions ……...…….. 32

REFERENCES ……... 33

APPENDICES ……. 36

LIST OF TABLES

Table 3.1: Teaching Procedures of Experimental Group ……... 16

Table 3.2: Teaching Materials of Experimental Group ……. 17

Table 3.3: Population of the Study …… 19

Table 3.4: The Sample of the Study ……..……... 20

Table 3.5: Specification of the Test Items …….…… 21

Table 4.1: Interval Score …… 23

Table 4.2: The Distribution of Pretest and Posttest Raw Scores of Experimental and Control Group ……. 24

Table 4.3: Normality of Pretest and Posttest of Experimental Group ……... 26

Table 4.4: Normality of Pretest and Posttest of Control Group …… 27

Table 4.5: Paired Sample T-Test of Experimental Group ……. 28

Table 4.6: Paired Sample T-Test of Control Group ……... 29

Table 4.7: Independent Sample T-Test between Posttest of Experimental and Control Group……. 30

LIST OF FIGURES

Figure 4.1: Histogram of Pretest of Experimental Group …….. 25

Figure 4.2: Histogram of Posttest of Experimental Group …… 25

Figure 4.3: Histogram of Pretest of Control Group ……... 25

Figure 4.4: Histogram of Posttest of Control Group …….. 25

LIST OF APPENDICES

Appendix A	Materials for Pretest and Posttest
Appendix B	Paired Sample T-test of Experimental Group
Appendix C	Paired Sample T-test of Control Group
Appendix D	Independent Sample T-test of Experimental and Control Group
Appendix E	Pretest and Posttest Score of Experimental Group
Appendix F	Pretest and Posttest Score of Control Group
Appendix G	Lesson Plan
Appendix H	Teaching Materials
Appendix I	Syllabus
Appendix J	Reliability
Appendix K	Calculation of Normality Test
Appendix L	Attendance List of Students in Try Out
Appendix M	Attendance List of Students in Experimental Group
Appendix N	Attendance List of Students in Control Group
Appendix O	Usul Judul Skripsi
Appendix P	SK Penunjukan Pembimbing Skripsi Mahasiswa
Appendix Q	Attendance List of Research Design Seminar
Appendix R	Revision Card of Research Design Seminar
Appendix S	Surat Izin Try Out dan Penelitian dari Dekan FKIP
Appendix T	Surat Izin Try Out dan Penelitian dari Kepala Dinas Pendidikan Pemuda dan Olahraga
Appendix U	Surat Keterangan Telah Melakukan Try Out

Appendix V Surat Keterangan Telah Melakukan Penelitian

Appendix W Attendance List of Preliminary Research Seminar

Appendix X Revision Card of Preliminary Research Seminar

Appendix Y Thesis Consultation Card

Appendix Z Photographs during the Research

CHAPTER I

INTRODUCTION

1.1 Background

Language is a tool of communication that is used to communicate or share some ideas and information in written or spoken form to others. In Indonesia, government establishes English as a foreign language that should be learned by the students. According to National Education Ministry regulations, English is one of compulsory subjects that is related to National Examination, so students of both junior and senior high schools should be able to master the four skills of language; listening, speaking, reading, and writing.

Reading is one of the four language skills that must be learnt by the students because through reading students can get some valid information and knowledge from printed texts or other media. Supeni and Sofendi (2014, p.1) state that reading is very essential for survival. In this global era, where the reading material is abundant, not only in written forms, but also available in electronic media, the ability to read and catch the core of reading is truly needed. Therefore, anyone who undergoes difficulty in reading has no place in the world (Ardiansyah, Sofendi, & Sitinjak, 2006).

Reading is the most important skill that students can develop. It is a complex communication process in which the mind of the reader interacts with the text in a particular setting or context (Barnitz, 1985). As stated by Mullys, Martin, Foy, & Drucker (2011, p.25), reading can play an important role in self-realization. It makes students more knowledgeable about many topics relevant to everyday life and society generally. It will help them to learn about patterns and connections that will increase their thinking skill and creativity.

In the reading process, participants bring their knowledge of the world and their knowledge of language to the text as they construct a meaningful representation for the text (Spiro, Bruce, & Brewer, 1980). Rianti and Sofendi (2014) state; “The act of reading can be considered as comprising two basic processes. First, decoding of written form, and the second, comprehension of the message presented in the written form.”

“Reading involves a constellation of practices, beliefs, and technologies that derive their meaning and use from social participation (Tidemann, 2011).” Furthermore, students have no positive attitude and interest of reading, even they know that reading is important. They do not really get into it, and they do not think that through reading they could get much knowledge and they could broaden their thoughts and feelings (Rianti & Sofendi, 2014).

This research concerned with reading comprehension. According to Pearson, Rochler, Dole, and Duffy (1992), a good reader usually uses the following skills and strategies; (1) use prior knowledge to make sense of new information (making prediction), (2) ask question about the text before, during, and after reading (reading between lines), (3) draw inferences from text; monitor comprehension (checking and confirming), (4) use fix up strategies when meaning breaks down (guessing meanings from semantic cues, structural cues and visual cues, self correcting), (5) determine what is important (identify main ideas), and (6) determine what is important; and synthesize information to create sensory image.

However, reading comprehension of students in Indonesia needs to be improved. There are problems faced by the students in mastering the skill such as it is hard for the students to comprehend the reading texts (Rianti & Sofendi, 2006).

Reading is a complex process. It is supported by Schoenbach, Greenleaf, Cziko, Hurwitz (1999, p.38) stating; “ Reading is a complex process of problem solving in which the reader works to make sense of a text not just from the words

and sentences on the page, but also from the ideas, memories, and knowledge evoked by those words and sentences."

Technique is one of the important factors that support various teaching and learning process especially English language learning. Teachers should add several techniques when they teach because technique is one of many tools that are needed to improve student's skill. These statements are supported by Chomsky (1972) that states technique is available for rapid and efficient inculcation of skilled behavior and in language teaching. In this study, Contextual Redefinition Strategy was used as a technique that could help students to improve their reading comprehension. It is one of many strategies that can help students learn to predict and verify word meaning of unfamiliar words or familiar words that have new/unusual meanings of a text. Specific context clues that were explicitly taught are definition/explanation, synonym/restatement, antonym/contrast, inference/general, and punctuation context (Frey & Fisher 2009). Using contextual redefinition as a strategy for teaching is a good way. It is the strategy that involves context clue which aims to activate the prior knowledge especially word knowledge and to enhance more vocabulary (Asri, 2013).

In a research entitled "The Analysis of Two Pre-reading Strategies: Contextual Redefinition and Word List in EFL Learners' Reading Comprehension" Asri (2013) found that Contextual Redefinition Strategy is one of the alternative strategies in helping EFL learners' reading comprehension that can help students to comprehend better in reading a text. Contextual redefinition strategy is better to use in reading. Asri (2013) showed that the mean score of the second posttest was improved from the first posttest. The mean score of the first posttest is 72.133 and the second posttest is 76.53. After conducting the research, it can be concluded that contextual reading strategy can retain more in long term memory. The result that the words memorized by the students were kept in working memory and this background knowledge helped students to comprehend the text.

In this study, different types of text were used to measure students' skill. Cooper (2001) states; "Several different types of text can and should be used simultaneously." Preliminary research (February, 3rd 2014) had been done to SMA Negeri 1 Indralaya Selatan by interviewing the English teacher of the eleventh grade students. Based on the preliminary research, it was found that the eleventh graders still got difficulties when they were given reading tasks. The students could not comprehend what the text was about and they can not understand what the questions of the text were. The data showed that the reading score of them was still lower from the KKM (*Kriteria Ketuntasan Minimum*). For these reasons, the researcher was curious to do this research to the eleventh graders of SMA Negeri 1 Indralaya Selatan entitled "Improving Reading Comprehension Achievement by Using Contextual Redefinition Strategy to the Eleventh Grade Students of SMA Negeri 1 Indralaya Selatan."

1.2 The Problem of the Study

The problem of the study is formulated in the question "Is there any significant difference in reading comprehension between the students who are taught by using Contextual Redefinition Strategy and those who are not?"

1.3 The Objective of the Study

Based on the problem above, this study is aimed to find out whether or not there is any significant difference in reading comprehension between students who are taught by using Contextual Redefinition Strategy and those who are not.

1.4 The Significance of the Study

It is expected that this study provides a meaningful contribution to everyone, especially English teachers, who are looking for some easy ways to be in teaching English. It can help the teachers to enlarge their students' skill in order to improve students' reading comprehension achievement. For the students, it can help them to

understand reading text easier so they can learn English very well. Then, for the researcher, this study was a valuable experience in conducting educational research and hopefully it can improve her ability in teaching English.

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