The Effectiveness of Contextual Redefinition Strategy on Reading Comprehension of Descriptive Text of The Tenth Grade Students of MAU Darul Hidayah BenelanLor in the Academic Year 2019/2020

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Abstract

The purpose of this research was to know whether the students taught by using Contextual Redefinition Strategy get better on Reading Comprehension of Descriptive text score. This research was an experimental research. The type of the research was a pre experimental research. The researcher used one group pretest and posttest design. The respondents of this research was 21 students. Before giving the treatment, the students were given pre-test, and post-test was given after the treatment. The technique of collecting data was a test. The technique of data analysis was T-test formula in order to know the difference between the average of posttest of experimental class and pretest of experimental class. After having calculated the T-test, T-test was analyzed and interpreted with the degree of significances 5% with df = 19 and the T-table is 2.093. The results of T-test analysis is 9.96. It means that the T-test (9.96) is higher than T-table (2.093) in the significances 5%. From the research finding, it can be concluded that the students taught by using contextual redefinition strategy get better score on reading comprehension of descriptive text. It is suggested for the teachers and the students to use this strategy in teaching reading comprehension because this strategy is very useful to improve students vocabulary. For further researcher to conduct further research on similar area by improving the methodology.

Keyword: Contextual Redefinition Strategy, Reading Comprehension

A. Introduction

Many people can read a text but hardly can not understand what the text was all about. It is because the reading activity was not providing any information to the reader. It happens when the reader only reads the text without understanding the contents. Anggraini (2018) stated that When doing reading activity many students still not know yet about the meaning of the text so the students feel difficult to understand the contain of the text. So, the purpose of reading as a mean to gain information.

According to Tarigan (2008:7) Reading is a process carried out and used by the reader to acquire the message or information that is conveyed by a writer through words or written material. It means that reading is an activity to
get information. Reading is also a fun activity that people can do for pleasure. Through reading, the students can improve their knowledge of vocabulary and grammatical rules. The students can analyze the grammatical rules, determine the unfamiliar word in the text, and they can learn to comprehend the information from the text.

Reading also has several purposes. Hidayati (2017) states that the purposes of reading are to study. It means that the reader reads a text to get information about something that related to study. Besides, another purpose of reading is to work, the reader reads a text to find out and comprehend various information which is related to their job. The last is reading to pleasure, the reader reads a text to fill free time and satisfy feeling as well as imagination. From the explanation above, the writer concludes that there are many purposes of reading. The reader should understand well about the content of the text to get information.

Even though books are widely available, the reading culture in Indonesia is very low. Reading culture in Indonesia is clearly still left behind when compared to the other countries in the world. Indonesia is even not included in the top 10 countries that have been more advanced in the matter of literacy. Some facts even show that reading interest in Indonesia is very low, even less than Singapore and Malaysia with fewer populations. In fact, the population of Indonesia was looking for information from television and radio rather than books or other reading media.

Based on the data of the National Library in 2017, the average frequency of reading for Indonesians is only three to four times per week. While the number of books that are read on average is only five to nine books per year. World Bank Report no.16369-IND (Education in Indonesia from Crisis to Recovery) states that the reading level of grade VI of primary schools in Indonesia is only able to score 51.7 under the Philippines (52.6), Thailand (65.1) and Singapore (74.0). Data from the Central Bureau of Statistics in 2006 showed that Indonesians who made reading as a new source of information were around 23.5%, While watching television were 85.9% and listening to the radio were 40.3%. These results are reinforced by UNESCO statistical data reported in 2012.

The data states, the index of reading interest in Indonesia has only reached 0.001. That is, every 1,000 people, only one person has an interest in reading. Its condition is certainly worry. The facts above are of concern, considering the culture of reading is closely related to the culture of the generation. If current generation has a low reading interest, it is difficult to set an example for future generations to develop readings. The researcher need to fix this problem in order to improve reading habit among young generation especially students so that the researcher will be able to adjust, at least, our neighbouring countries.

Reading is one of language skills that should be mastered by the students besides listening, speaking, and writing skill. Therefore, this skill is a bridge to get information or knowledge. Through reading, the students can increase their knowledge, enhance their vocabulary, get information, can explore their idea and refresh their mind. Furthermore, The standart competence of teaching
reading at senior high school of the tenth grade students is that the students are able to understand and comprehend the text.

Referring to the English syllabus of Curriculum 2013, students of senior high school of the tenth grade must comprehend different types of text, one of them is Descriptive text. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

The first observation in Islamic Senior High School Darul Hidayah BenelanLor was conducted. Most tenth grade students of Islamic Senior High School Darul Hidayah BenelanLor had some problems in learning reading descriptive text. It could be seen when the researcher asked them to read a text. Most of them could not read descriptive text well. The students had some problems in reading descriptive text. First, they lack of vocabulary. They were unable to read and build sentences well. Second, the students were difficult in expressing ideas, understanding the main idea of the text, and comprehending the generic structure of descriptive text.

Based on those problems, The strategy that make the students achieve better comprehension is needed. The teacher can use strategy in teaching learning process in reading class. One of them is contextual redefinition. Nika (2013: 49) explains that contextual redefinition is a strategy that emphasizes the importance of context in predicting and verifying word meaning. Students will suggest the meaning of the word and they will think critically by using this strategy. Eventually, by having this strategy, the students will get new vocabulary items and they will improve their reading comprehension.

In this study, the researcher intends to conduct a research about contextual redefinition strategy because this research has never been elaborated in Islamic Senior High School Darul Hidayah BenelanLor and the researcher wants to know the effectiveness of contextual redefinition strategy.

**B. Research Method**

1. **Research Design**

   The kind of this research are experimental research. According to Gay and Airasian (2000:367) experimental research is the only type of research that can test hypothesis to establish cause-effect relationship. The researcher use experimental research to find out the cause-effect relationship between Contextual Redefinition strategy on students’ reading comprehension. Regarding the main aim of the study that is to investigate the effectiveness of contextual redefinition strategy on reading comprehension, the researcher use a quantitative method with one group pretest-posttest of pre- experimental design. This kind of design compares the students’ reading comprehension before and after the treatments through the pre- test and post- test results. According to Sugiyono (2016 : 74 ) the one group pre-test and post-test design can be presented as follows :

   \[ O_1 \hspace{1cm} X \hspace{1cm} O_2 \]

   Where :
O_1 : Pre-Test
X : Treatment (using contextual redefinition strategy on reading comprehension)
O_2 : Post-test

2. The Research Area
The researcher was conducted at the tenth grade students of MAU Darul Hidayah BenelanLor, Banyuwangi Regency. The location of MAU Darul Hidayah BenelanLor is on JL. Raya BenelanLor at BenelanLor village of Kabat district, Banyuwangi Regency. MAU Darul Hidayah BenelanLor have 3 classess which are divided into 2 majors, Namely AGAMA and IPS. In this research, the researcher used purposive method to determine the research area. The reason why the researcher choose this place because the students have difficulties in learning reading comprehension especially in descriptive text.

3. The Research Respondent
The respondent of this research is the tenth grade students at MAU Darul Hidayah BenelanLor, East Java. There is 1 class of the tenth grade students. It consists of 21 students. The population of this research is X IPS students of MAU Darul Hidayah. There are 15 students of female and 6 students of male.

4. Data Collection Method
The data for this research was obtained by using a test as instrument. A test is a method of measuring a person’s ability, knowledge, or performance in a given domain. The test is multiple choice test. It consisted of 25 multiple choice items with four optional answers (A, B, C, or D). According to Alderson (2001: 211) multiple choice questions are a comment device for testing students’ comprehension. The test is used to know the score of students’ reading comprehension. The indicators of reading comprehension could be classified, as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Item Test</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identifying Main Idea</td>
<td>10,13,20,23,24</td>
<td>5 questions</td>
</tr>
<tr>
<td></td>
<td>Identify Topic of the Text</td>
<td>1,5,9,12,25</td>
<td>5 questions</td>
</tr>
<tr>
<td></td>
<td>Identify Purpose of the Text</td>
<td>7,15,16,21,22</td>
<td>5 questions</td>
</tr>
<tr>
<td>2</td>
<td>Comprehending Specific</td>
<td>2,3,17,18,19</td>
<td>5 questions</td>
</tr>
<tr>
<td></td>
<td>Informations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Comprehending Referents</td>
<td>4,6,8,11,14</td>
<td>5 questions</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>25 Questions</td>
</tr>
</tbody>
</table>
5. **Data Analysis Method**

This research explains about the effectiveness of Contextual Redefinition strategy on reading comprehension. The technique of data analysis used in this research are t-test. According to Hartono (2008: 208) T-test is one of the statistical tests used to know whether or not there is a significant difference of the two samples of mean in two variables. The researcher analyses the differences of pre-test and post-test in reading comprehension on descriptive text to determine the significant after students being treated by using contextual redefinition strategy by t-test.

**C. Conclusion**

Based on the finding and discussion in the chapter IV, it can be concluded that the students taught by using contextual redefinition strategy get better score on reading comprehension of descriptive text. It was proved by the obtained score of t-test. The t-test showed that t-test score 9.96 was higher than t-table 2.093 with degree of freedom 19 at 5% level significance.

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**E. Reference**


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