

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

Dwi Novitasari¹, Tri Mulyati², Sutami Dwi Lestari³

^{1,2,3} English Educational Department, Language and Art Faculty, PGRI University of Banyuwangi

Email: dwin5279@gmail.com

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 reserach was an experimental research. The type of the research was a pre experimental reserach. 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 anlyzed and interpreted with the degree of significances 5% with db = 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.

Eventhough 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

O₁ : Pre-Test

X : Treatment (using contextual redefinition strategy on reading comprehension)

O₂ : 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 follwos :

Table 1. Indicators Of Reading Comprehension

No	Indicator	Item Test	Total	
1	General Information			
	Identifying Main Idea	10,13,20,23,24	5 questions	
	Identify Topic of the Text	1,5,9,12,25	5 questions	
2	Comprehending Specific Informations	Identify Purpose of the Text	7,15,16,21,22	5 questions
			2,3,17,18,19	5 questions
3	Comprehending Referents	4,6,8,11,14	5 questions	
	TOTAL		25 Questions	

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.

D. Acknowledgement

First of all, the researcher would like to express her sincere thanks to almighty Allah SWT who has given health, blessing, guidance and inspiration to the researcher in finishing this thesis with the title “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” as a partial fulfilment of the requirement for S1 Degree of English Educational Department Language and Art Faculty PGRI University of Banyuwangi.

The researcher realizes that she cannot complete this thesis without the guidance, advice, suggestion, support and encouragement for many people during the writing on thesis. In occasion, the researcher would like to thank to:

1. Drs. H. Sadi, M.M. as the Rector of PGRI University of Banyuwangi
2. Sutami Dwi Lestari, M.Pd as the Dean of Language and Art Faculty
3. Nur Hasibin, M.Pd. as the Head of English Educational Department
4. Tri Mulyati, M.Pd and Sutami Dwi Lestari, M.Pd as the thesis consultants, thanks for her understanding, practice, guidance, advice, ideas, corrections, and support for the thesis accomplishment.
5. All lecturers of English Education Program that enriching the researcher's knowledge personality, guidance during the completion of this thesis.

E. Reference

- Asri, Nika. 2013. *The Analysis of Two Pre-Reading Strategy : Contextual Redefinition and Word List in EFL Learner's Reading Comprehension*. Journal of EnglishHand Education. 1(2) : 47-56.

- Brown, H. G. (2004). *Language Assessment : Principles and Classroom Practices*. New York : Longman
- Burns, et. All. 1984. *Teaching Reading in Today's Elementary Schools. 3rd ed.* New York :Houghton Mifflin
- Faidatun, Nella. (2013). *The Effectiveness of Suggestopedia in Teaching Reading Comprehension of Narrative Text*. Thesis. Universitas Pendidikan Indonesia
- Fitriyani, Nur Laila. 2014. *Using Contextual Redefinition Strategy to Improve Students' Vocabulary Mastery at Grade VII A of SMP NEGERI 1 GIRI MULYA*. Thesis. University of Bengkulu
- Hartono. 2008. *Statistika Untuk Penelitian*. Yogyakarta : Pustaka Belajar
- Hidayati, Sofi. 2017. *The Effectiveness of Contextual Redefinition Pre-Reading Strategy Towards Students' Reading Comprehension*. Thesis. Muhammadiyah University of Purwokerto
- <https://www.perpusnas.go.id/newsdetail.php?lang=id&id=180423080531RAD>
- TifONrG J. Charles Alderson. 2001. *Assesing Reading*. Cambridge University Press : New Jersey
- L. R Gay and Peter airasian. *Education Research : competencies for analysis and application*.Sixth Edition. Pearson Education International : New Jersey
- McNamara, D.S. 2017. *Reading Comprehension Strategies*. New Jersey :Laurence Erlbaum Associates
- Nurainun. 2017. *Improving the students' Reading Comprehension in Narrative Text by Using Concept Oriented Reading Instruction at Grade VIII Private Islamic Junior High School Ali Imron Medan*. Thesis. State Islamic University of North Sumatera
- Risdianto, F. 2012. *Effective and Efficient Reading*. Solo : Rustam Publishing
- Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung : Alfabeta
- Susilowati. 2018. *The Influence of Using Thieves Technique Toward Students' Reading Comprehension in Narrative Text at The Second Semester of The Tenth Grade at Sma Negeri 2 Natar*. Thesis. Raden Intan State Islamic University Lampung
- Tarigan, H. G. 2008. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung : Angkasa
- Winarsunu, T. 2009. *Statistik dalam Penelitian Psikologi dan Pendidikan*. Penerbitan Universitas Muhammadiyah Malang. Malang
- Samsurijal, Andi. 2013. *Pharmacy Students Vocabulary Achievement in Using Contextual Redefinition Strategy*. Makassar: An Unpublished Thesis of Hasanuddin University.