THE APPLICATION OF CONTEXTUAL REDEFINITION STRATEGY

IN TEACHING READING COMPREHENSION TO THE ELEVENTH GRADE STUDENTS OF UPT SMA NEGERI 9 PALEMBANG

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION

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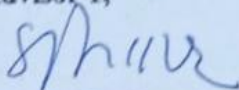**FACULTY OF TEACHER TRAINING AND EDUCATION**

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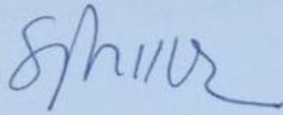Sherly Marliasari, S.Pd.,M.Pd.

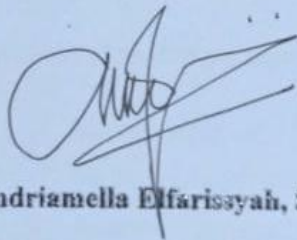Palembang, November 4th 2021

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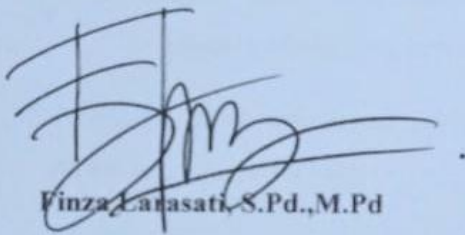
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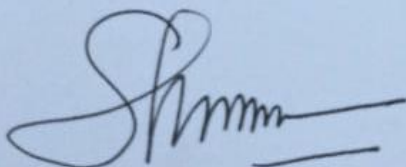
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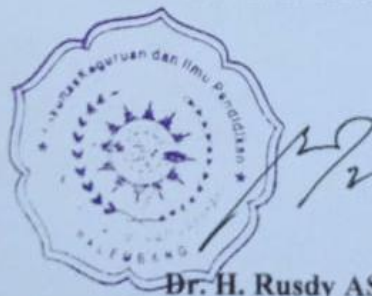
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Motto and Dedications

Motto:

- Don't be sad, Allah is with us

With all gratitude and love this thesis is dedicated to:

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ABSTRACT

Rizki.2021. *The Application of Contextual Redefinition Strategy in Teaching Reading Comprehension to the Eleventh Grade Students of UPT SMA Negeri 9 Palembang.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Muhammadiyah University Palembang. Advisors : (I) Sherly Marliasari,S.Pd.,M.Pd, (II) Andriamella Elfarissyah, S.Pd.,M.Pd

Key words: teaching, reading comprehension, contextual redefinition.

This thesis was entitled "The Application of Contextual Redefinition Strategy in Teaching Reading Comprehension to the Eleventh Grade Students of UPT SMA Negeri 9 Palembang". The problem of the study was "is it effective to teach Reading Comprehension by applying Contextual Redefinition Strategy to the Eleventh Grade Students of UPT SMA Negeri 9 Palembang?". The objective of this study is to find out whether or not it is effective to teach reading comprehension by applying contextual redefinition strategy to the eleventh grade students of UPT SMA Negeri 9 Palembang. The hypothesis of this study were (1). Ha : it was effective to teach reading comprehension by applying conextual redefinition strategy to the eleventh grade students of UPT SMA Negeri 9 Palembang, (2). Ho: it was not effective to teach reading comprehension by applying contextual redefinition strategy to the eleventh grade students of UPT SMA Negeri 9 Palembang. This study used quasy experimental method where the way of this method compare of two classes namely the experimental and control class. The population of this study was the eleventh grade students of UPT SMA Negeri 9 Palembang. The population of this study was the eleventh grade students of UPT SMA Negeri 9 Palembang , with the total number 323 students. The sample of this study was 68 students. The data were collected through test and analyzed by t-test. It was calculated by using SPSS (Statistical Package for the Social Science) 17.00 program. The result of statistical analysis between experimental class and control class ws t-obtained was higher than t-table. since the value of t-obtained was higher than t-table, the null hypothesis was rejected (Ho) and the alternative hypothesis was accepted. It was conclude that the Application of Contextual Redefinition Strategy in Teaching Reading Comprehension to the Eleventh Grade Students of UPT SMA Negeri 9 Palembang was effective.

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The writer realizes that the thesis is far from being perfect. There are still many mistakes. Finally to improve this thesis, any remars, suggestions, comments, and criticsms are very much welcome

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The Writer

RZ

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CHAPTER I

INTRODUCTION

This chapter consists of (1) background of the study, (2) problem of the study, (3) limitation of the problem, (4) formulation of the problem, (5) objective of the study, (6) significance of the study, (7) hypothesis of the study, and (8) criteria for testing the hypothesis.

A. Background of the Study

English has four basic skills that must be mastered by teachers and learners, they are reading, writing, speaking and listening. One of the most important skills is reading and it is one of the skills in teaching English that have to be mastered by the teachers or the students to achive in learning process. It has always occupied place in most English language course. Dr. M.F. Patel (2008) states that reading is an active process which consists of recognition and comprehension skill. (p.113). It means that in the process of reading students must understand a text that is read.

Every student will has own problem especially for Indonesia students and the problem is they still get some difficulties in mastering reading skill. Such as they get problems to compare the message in the text and also they usually get some problems in linguistics aspect, for example unfamiliar words, structure and grammatical of language and so on. According to Elizabeth (2003), reading consist of two related process. They were word

recognition and comprehension. (p.6). Word recognition refers to the process of perceiving how written symbol corresponds to one's spoken language. Comprehension is the process of making sense of words sentences, and connect the text. Readers typically use their background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them to understand written text.

According to Richard (2007), reading is the process of building meaning through the reader's knowledge and the text being read. (p.122). Reading builds interaction between the text and the reader. So, reading skill can help the students to develop new knowledge, get new information from the text, increase ability , and enlarge the experience. In other words, reading is the ability to receive information, to get pleasure, to get main idea, so everybody can improve his or her knowledge. To follow the development of science and technology, reading is the basic skill that is needed to be mastered to be able to follow all the activities in the learning process.

The success of the students in learning process is strongly influenced by ability its reading competence. Therefore, learning to read the text is an important and strategic role in the learning process at school. Harmer (2007) states that reading is useful for language acquisition. If students want to be successfull in the schools, they must be able to remember and understand what they read.

In reading, we must be able to understand, comprehend the reading content of a text and capture the message conveyed by the author. However, students will always find difficulties in the process of understanding a reading text and the teacher is required to have a strategy that can help students. According to Spivey (2006), reading is one of the language skills that learners should master, however, reading proficiency is difficult to attain without having adequate skills and comprehension. (p.124). Moreover, Elizabeth (2003) assumes that comprehension is the process of deriving meaning from connected text.(p.14). It means that comprehension is not only read the text but also understanding the meaning from the text.

For doing this research in reading comprehension, narrative is given by the researcher for the students at class. Narrative text is kind of text which tells about events, or accuracies which can make the reader feels that it is real. Abbot (2002) states that narrative can be an art and that art thrives on narrative, narrative is also something we all engage in artist and non-artist a like (p.1).

Based on the researcher's observation and interview with the teacher of English at UPT SMA Negeri 9 Palembang, the researcher found some problems in learning reading comprehension English, the students' problems were : (1) they did not comprehend about the text, (2) they had low pronounciation, (3) they did not know the meaning of new words, because they had limited vocabulary mastery so that it affected students in

understanding reading at the class, and (4) they were lack of motivation in learning because the teacher still used the old technique.

To solve the student's problem in process of reading, the researcher applied Contextual Redefinition Strategy as an alternative strategy in teaching reading narrative text, so it would be improved because Contextual Redefinition Strategy is a new way to develop Student's achievement in reading. According to Samuel (2008), contextual redefinition strategy encourages students to concentrate on what is clear in reading passage, state the meaning as much as possible, and use the context to interpret unclear terms.(p.56).

From the explanation above, the researcher was interested in applying Contextual Redefinition Strategy to teach Reading Comprehension. By applying Contextual Redefinition Strategy for the students, it is supposed to help the students can be more enjoyable and fun in learning at the class. From the explanation above, the researcher took a reasearch, entitled : *"The Application of Contextual Redefinition Strategy in Teaching Reading Comprehension to the Eleventh Grade Students of UPT SMA Negeri 9 Palembang".*

B. Problem of the study

The problem of the study deals with *reading comprehension by applying contextual redefinition strategy to the Eleventh Grade Students of UPT SMA Negeri 9 Palembang*

C. Limitation of the Problem

The investigation of this was limited on *The Application of Contextual Redefinition Strategy in Teaching Reading Comprehension to the Eleventh Grade Students of UPT SMA Negeri 9 Palembang*

D. Formulation of the Problem

The problem of this study was formulated as follow *"is it effective to teach Reading Comprehension by applying Contextual Redefinition Strategy to the Eleventh Grade Students of UPT SMA Negeri 9 Palembang?"*

E. Objective of the Study

Based on the formulation of the problem above, the objective of this study was to find out *it is effective or not to teach reading comprehension by applying Contextual Redefinition Strategy to the Eleventh Grade Students of UPT SMA Negeri 9 Palembang.*

F. Significance of the Study

It is expected that the result of the study would give some contributions for the following:

1) For the Researcher

It will improve her knowledge and give her some experiences in doing an educational reading significantly

2) For the Teacher of English

This study can be used reference the teachers of English to improve their teaching skills on reading text to the student in the classroom activity

3) For the Students

The researcher hoped the students can be good reader,and the students were expected to be more interested in improving their reading comprehension by applying contextual redefinition strategy especially for student in UPT SMA Negeri 9 Palembang

4) For the Further Researcher

The result can be used as a reference of our experience in teaching and learning process and also as a consideration for other researchers to conductions further studies.

G. Hypothesis of the Study

According to the Fraenkel and Wallen (2007), hypothesis is a simply put a prediction of the possible outcomes of study. (p. 45). The research proposed two hypotheses in this study and there would be alternative hypothesis (Ha) and the null hypothesis (Ho). It can be seen below:

a. The Alternative Hypothesis (Ha) :

it is effective to teach reading comprehension by applying Contextual Redefinition Strategy to the Eleventh Grade Students of UPT SMA Negeri 9 Palembang

b. The Null Hypothesis (Ho) :

it is not effective to teach reading comprehension by applying Contextual Redefinition Strategy of the Eleventh Grade Students of UPT SMA Negeri 9 Palembang

H. The Criteria for Testing Hypothesis

The criteria used for testing the hypothesis are as follows :

1. If the p-output is lower than 0,05, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, So, there is significant different achievment on the students reading comprehension by applying Contextual Redefinition Strategy to the Eleventh Grade Students of UPT SMA Negeri 9 Palembang

2. If the p-output is higher than 0,05, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is

rejected. So, there is no significant different achievment on the students reading comprehension by applying Contextual Redefinition Strategy to the Eleventh Grade Students of UPT SMA Negeri 9 Palembang. p.(107)

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