

The Use of Contextual Redefinition Strategy in Improving Reading Comprehension of The Eleventh Grade at MA MDIA Taqwa

Makassar

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Abstract

This study aimed to assess whether the implementation of contextual redefinition strategies improves the reading comprehension of students. The method used in this research was pre-experimental. The participants in this study were students from the eleventh grade at MA MDIA Taqwa Makassar, which consisted of one class with a total population of 30 students. The researchers applied the total sampling technique by taking 30 students. To collect data, the researchers used descriptive text as reading material in the pre-test and post-test. The data were examined using SPSS. The findings showed that there was an increase in students' ability to comprehend reading materials, this was demonstrated by the students' average pre-test score of 58.86, while in the post-test the score was 73.66. It can be seen that the post-test mean score was higher than the pre-test mean score, and the t-test value was higher than the t-table ($12.217 > 2.045$). Thus, it can be inferred that there was a notable difference through the implementation of the contextual redefinition strategy of the eleventh grade at MA MDIA Taqwa Makassar.

Keywords: Reading comprehension; Contextual redefinition; Descriptive text.

Introduction

Language plays a crucial role in human existence because it permeates every aspect of life. As individuals, people rely on language to communicate with one another, enabling them to express inner thoughts and emotions, comprehend sophisticated and abstract ideas, gain communication skills, fulfil their wants and needs, establish rules and preserve cultural heritage. Language serves as a means to transmit messages or concepts from speakers to listeners and writers to readers in interactions among themselves or with their environment. Without language, humans would not be able to engage in daily life interaction or acquire knowledge. Their activities would be significantly disrupted without language, making it essential to human life.

In mastering English, learners must understand four key skills, which are divided into productive skills (speaking, writing) and receptive skills (listening, reading). In Indonesia, students who are not native English speakers particularly struggle most with reading because they rarely have chances to hear or speak English. If learners lack the fundamental knowledge, understanding English might be challenging, especially when trying to understand a reading text (Mundhe, 2015, p. 1).

Mastering English allows for easy global communication, as it is widely used as an international language. As mentioned earlier, reading is classified as a receptive skill that allows us to receive information. As someone is reading, she/he should be receiving information and learning something new. Reading can facilitate communication and allow access to new knowledge, broaden understanding, and expand vocabulary. Additionally, it enables us to explore stories from around the world.

Reading is a receptive skill that allows us to receive information. Hence, someone who diligently reads will gain new knowledge from print and electronic media. Nowadays, interest in reading tends to be very low because of certain factors, including being lazy. At this time, especially for students with basic education to higher education levels, reading activities are seldom practiced, making it challenging for students to gain and retain knowledge. Students need to have strong reading skills because they will later rely on these skills for comprehension and learning.

Burhan (2012, p. 9) states that reading is a physical and cognitive process that involves recognizing letters to understand the meaning of written text. Since several body parts-especially our eyes-perform it, it is referred to as a physical action. Additionally, it says mental activity because it involves mental processes like perception, memory, and thought. The main goal of reading comprehension is for students to understand the message conveyed in written texts because the activity of reading primarily aims at understanding the ideas expressed in printed materials. Reading comprehension is simply a tool that facilitates learners in attaining the knowledge or information they are seeking from a text.

In this regard, contextual redefinition serves as an educational strategy that teaches pupils how to use context and structural analysis to discern the meaning of unknown terms (Brassell, 2011, p. 26). What contextual redefinition strategy aims to achieve is providing aid to students through contextual analysis in which they can create informed assumptions

about the meaning of a particular word. Students are more equipped to read effectively as well as fluently on their own when they follow the procedures of this technique (Brunner, 2011, p. 6)

To help pupils learn the definitions of the new target vocabulary terms, Contextual Redefinition enables students to identify contextual hints embedded within texts. The presentation of contextual definitions to students can be differentiated by offering a variety of circumstances in which they can apply their reading skills. For instance, a lot of reluctant readers relate reading to schoolwork and exams. Various forms of literature, including comics, novels, written advertisements, screenplays, and other literary works, can all be used by teachers to introduce new target words (Brassell, 2011, p. 27).

The strategy of contextual redefinition in reading comprehension follows several steps to help students understand unfamiliar vocabulary. According to Brunner (2011), the process starts with selecting unfamiliar words from the reading text and writing sentences that provide clues to the meaning of the word. Students are then divided into small groups and given the words via the board, paper, or digital media. They first define the words based on their prior knowledge and explain why. Next, they review the words in the context of the actual reading, refine their definitions, and finally verify them using a glossary or dictionary.

Methodology

This project's method used a pre-experimental design with a set of pre-and post-test groups. The goal of this study is to see the development of students in teaching reading by Using of Contextual Redefinition Strategy at MA MDIA Taqwa Makassar. The population of this research was the eleventh-grade students of MA MDIA Taqwa Makassar in the academic year 2022/2023, which consists of one class. The total population in the class is 30 students. This research applied the total sampling technique, where the researchers chose one class as the sample. In total sampling technique, the researchers used class eleventh grade at MA MDIA Taqwa Makassar as a sample. In this study, pre-tests and post-tests are given before and after treatments. The pre-test and post-test consist of 30 numbers with 1 type of question: multiple choice. Multiple choice measures the quality of students' reading comprehension.

Findings

The results covered the mean score on the pre-test and post-test, the standard deviation of students' scores, the t-test, and hypothesis testing. The significance test's goal was to determine whether or not the mean of the results from the pre-test and post-test varied significantly. The data of this research is collected by using a reading test in the form of a multiple-choice choice consisting of 30 numbers. The researchers gave a pre-test before the treatment to assess students' prior knowledge of reading comprehension. After that researchers were given a post-test to find out the students' reading achievement after having the treatment by using the Contextual Redefinition strategy

Table 1
The students' Data Statistic of Matched Pairs

Variable	Pretest (X_1)	Post-test (X_2)	Difference (D)= (X_2-X_1)	Square of Difference (D^2)
Sample	30	30	30	30
Sum	$\Sigma X_1=1.766$	$\Sigma X_2=2.210$	$\Sigma D=444$	$\Sigma D^2=197.136$
Mean	$X_1=58.86$	$X_2=73.66$	$D=14.8$	$D^2=219.04$

A total of 30 students took the pre-test and post-test, according to table 1 above. The average test result for the students was 58.86 on the pre-test and 73.66 on the post-test. The mean value of the post-test was 219.04, and the average gain value (D) was 14. The difference or gain score between the pre-test and post-test, however, is 444. Gain (D^2) from the pre-test and post-test is squared, and it is 197.136. The post-test score is $X_2=2.210$, and the overall pre-test score is $X_1=1.766$.

Table 2
Score Classifications and Rate Percentage of the Students' Score of Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	90-100	0	0
2	Good	80-89	3	10
3	Average	70-79	6	20
4	Unsatisfactory	60-69	7	23.3
5	Unacceptable	Below 60	14	46.6
Total			30	100%

Table 4.3 above displays the students' pre-test result scores. There were 30 students in all. It is evident that 0% of pupils were given the grade of excellent, 3% were given the classification of good, 6% were given the classification of mediocre, 7% were given the classification of unsatisfactory, and 14% were given the classification of unacceptable. The table lists the pupils who performed in the categories of unacceptable, unsatisfactory, average, good, and excellent on the reading test.

The overall frequency was 30, the total percentage (%) on the table was 100, and 50 % of the students received high or exceptional ratings, while the other 50 % received average, subpar, or poor ratings. Thus, the level of reading proficiency among the students in this class was still ordinary.

Table 3
Score Classification and the Rate Percentage of the Students Sore in Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	90-100	3	10
2	Good	80-89	9	30
3	Average	70-79	11	36.6
4	Unsatisfactory	60-69	4	13.3
5	Unacceptable	Below 60	3	10.0
Total			30	100%

The results of the students' post-test are derived from the information in Table 3 above. There have been 30 students in all who have completed the post-test. Three (10%) students were given a good rating, which was considered the classification's highest

score. Good students made up nine (30%), mediocre students made up eleven (36.6%), and unsatisfactory students made up four (13.3%). Three students (10.0%) were then categorized as unacceptable. It denotes that the students' scores significantly improved.

Contrarily, there was an increase in the proportion of students receiving the "excellent" rating; in the pre-test, there were zero (0%), and in the post-test, there were three (10%). Four (13.3%) students had an unacceptable classification, eleven (36.6%) students received an average classification, and nine (30%) students received an excellent classification. Three students (10.0%) then received an unsatisfactory classification. It indicates that the scores of the students on the post-test improved because of the treatment they received. The students' pre-test and post-test frequency and percentage rating demonstrate an improvement in their reading for the students at MA MDIA Taqwa Makassar, where most students were still rated as good, average, unsatisfactory, and unacceptable in the pre-test.

Chart 1
Students' Classifications in Pre-test

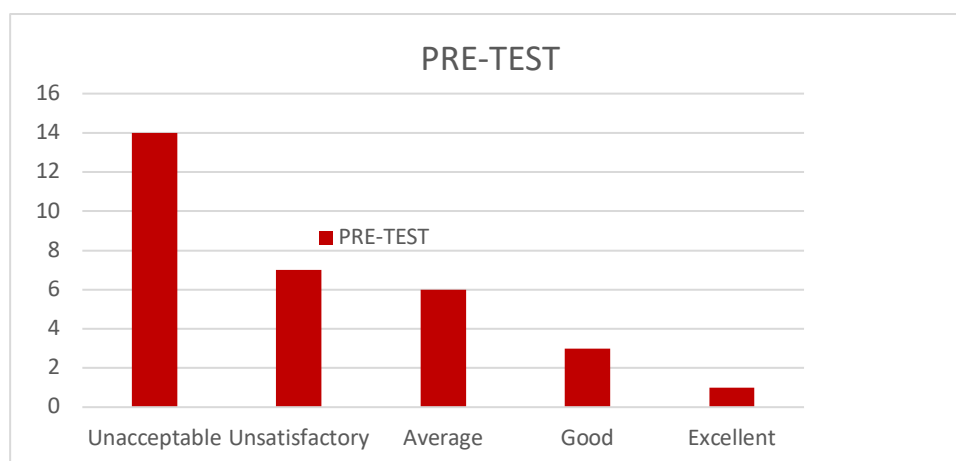
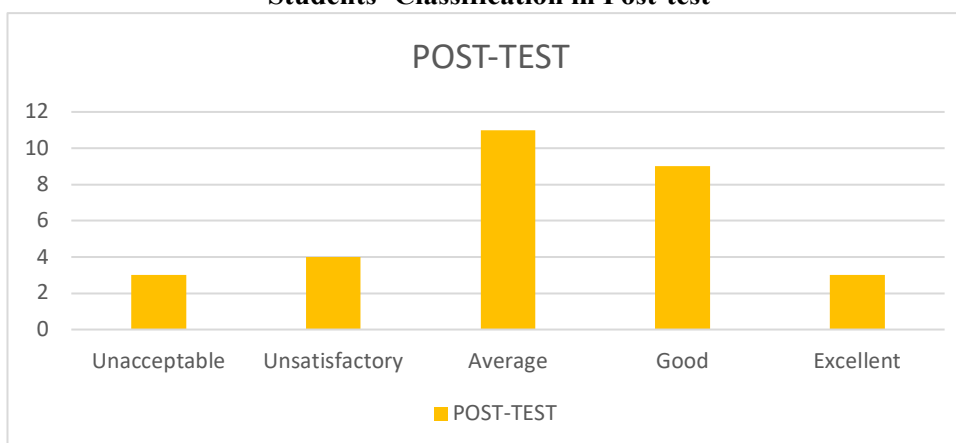


Chart 1 above shows that the pre-test scores obtained by students were classified into five classifications: excellent, good, average, unsatisfactory, and unacceptable. It shows that all students at MA MDIA Taqwa Makassar who took the pre-test were average in their reading because they spread in some classification.

Chart 2
Students' Classification in Post-test



We can observe from Chart 2 above that student performance significantly improved after the post-test. It revealed that the majority of students received classifications of average, unsatisfactory, and unacceptable. Three pupils received a very high score for excellent classification, while nine students received a good rating. Therefore, it can be seen that the post-test score was higher than the pre-test.

Table 4
The mean score difference in pre-test and post-test

Test	Mean score
Pre-test	58.86
Post-test	73.66

The mean score of the students on the pre-test and post-test is displayed in Table 4 above. According to the student's pre-test, the grade was 58.86. It was given the classification of being on average. The students' post-test score, which was 73.66, was classified as good. The results of the table above show that applying the Contextual Redefinition strategy improved reading comprehension. It was possible to conclude that there had been a noticeable improvement in the students' reading, particularly between the pre-test and post-test.

Table 5
Test of Significant

Df	Level Significant	T-test value	T-table
29	0,05	12.217	2,045

Based on the information in the table above, the researchers concluded that there were substantial variations between the students' reading scores on the pre-test and post-test after using the Contextual Redefinition strategy.

Discussion

Among the 30 students who completed the pre-test, they received varied classifications and some achieved poor scores. Two students earned 86 points, one student scored 80 points, another two students received 80 points, four students got 76 points, three students earned 66 points, four students achieved 60 points, three students scored 56 points, four students received 50 points, five students got 40 points, and one student earned 30 points. The combined pre-test score for all 30 students was $X_1 = 1.766$. Therefore, it can be concluded that all students in the eleventh grade at MA MDIA Taqwa Makassar have reading classification results that are inadequate, considering how values are assessed.

At the first meeting, the researchers offered students a pre-test to determine the students' prior knowledge in reading comprehension before instructing them using the contextual redefinition approach that was used by these researchers. The researchers explain the results of the pre-test and offer instruction to improve reading comprehension. Four appointments were held to complete the treatment. To assess students' reading after the treatment, the researchers administered a post-test.

1. Pre-test

Prior to using the Contextual Redefinition strategy, the pre-test is completed. The pre-test was carried out on March 7th, 2023, a Tuesday. Here, the emphasis was on reading the descriptive text, filling out the multiple-choice questions, and then answering the questions for around 60 minutes. 30 numerical questions make up the entire pretest.

Numerous students among the 30 who took the pre-test received different categories and received poor scores. 86 points were earned by two students, 80 points by one student, 80 points by two students, 76 points by four students, 66 points by three students, 60 points by four students, 56 points by three students, 50 points by four students, 40 points by five students, and 30 points by one student. 30 students received a combined pre-test score of $X1 = 1.766$. Therefore, it can be said that all students in the eleventh grade at MA MDIA Taqwa Makassar have reading classification results that are inappropriate.

2. Post-test

After implementing the Contextual Redefinition strategy, the post-test was conducted. The post-test was held on March 15, 2023. Here, the emphasis was on completing the multiple-choice questions, reading the descriptive text, and then responding to them for around 60 minutes. There are 30 numbers in all for the post-test.

Several of the 30 students who took the post-test fell into different categories and received poor scores. One student received a score of 96, two received scores of 90, four received scores of 86, six received scores of 80, four received scores of 76, seven received scores of 70, one received a score of 66, two received scores of 60, and three received scores of 50. The cumulative score from 30 students on the post-test was $X2 = 2.210$. It can be said that the post-test results were more favorable than the results from the pre-test. It indicates that after using the Contextual Redefinition strategy throughout the course of the four meetings, reading comprehension improved.

After gathering information and scoring the students' work on the post-test, the researchers discovered a significant difference between their pre-test and post-test scores. The post-test results show that the students' scores increased compared to the pre-test. The students' test results following treatment provided evidence. This indicates that after receiving treatment over four visits, the students' reading improved. The observed difference in scores between the students' pre-test and post-test suggests that students at MA MDIA Taqwa Makassar in the eleventh grade are reading more effectively, influenced by the Contextual Redefinition strategy. This result aligns with previous studies indicating that the Contextual Redefinition Strategy significantly enhances students' achievement, not only in reading comprehension but also in vocabulary mastery (Oktaviani, 2020; Dwi Novitasari et al., 2021; Insyirah et al., 2023; Majid & Dewi Purnama, 2024).

In this class, the researchers administered the post-test following the treatment. It is now time for the researchers to administer the last post-test to the students. The same as the pre-test, the goal of the post-test was to determine whether or not the patients' reading comprehension had improved as a result of the treatment. The researchers gave the students additional instruction on previously studied content before administering the post-test. The researchers also reviewed the information provided for treatments one through four. After that, the students are free to ask whatever questions they have about the content. To help them answer the question on the post-test, they receive feedback during the treatment.

The four treatments, which allowed the students to receive feedback from their peers and the researchers during the teaching and learning process, are what contributed to the improvement in the students' reading on the post-test. The application of the Contextual Redefinition strategy has been found to enhance reading comprehension at MA MDIA Taqwa Makassar. The students realize that the post-test response was more accurate following their treatment. Additionally, their post-test results demonstrate an improvement in their reading comprehension.

The students' reading of the pre-test and post-test showed a significant difference, according to the data analysis using the t-test. The T-test outperformed the t-table. This signifies that the alternative hypothesis (H1) has been adopted in place of the null hypothesis (H0), as using the Contextual Redefinition strategy can help pupils enhance their reading comprehension. The findings in this study support the claim that reading strategies, especially the Contextual Redefinition strategy, play a key role in increasing students' skills in reading comprehension (Pourhosein Gilakjani & Sabouri, 2016)

The findings show that putting pupils in groups helps them become more cohesive. Although there are still some students who do not participate in group tasks, they can assist one another in completing the assignment, offer their comments on the assignments that have been given, and learn to respect the ideas of their peers. Therefore, grouping students should not always be done to ensure successful learning.

Another outcome from this study shows that some students appeared reluctant to ask the researchers if they did not understand the first to second treatments. Given this information, the researchers decided to use the students' names when asking them if they already understood or not, and to offer corrections and feedback to students who were still in the middle of their learning. The students begin to participate more actively in class after the third therapy. The majority of students know the content and begin to express opinions or provide answers regarding what they did not comprehend and the most recent treatment.

Conclusion

The researchers draw the conclusion that implementing the Contextual Redefinition strategy could enhance reading at MA MDIA Taqwa Makassar based on the findings and discussion of the data analysis in the preceding chapter. The mean post-test score (73.66) and the mean pre-test score (58.86) served as evidence. This demonstrated that students' post-test scores were greater than their pre-test scores. Its favorable effects have been especially felt in the area of reading improvement. In addition, there was a noticeable improvement in the students' reading comprehension over the course of four sessions following therapy. This was demonstrated to be smaller than the t-test (12.217) by the t-table result (2.045). This evidence confirms that the alternative hypothesis (H1) is accepted, while the null hypothesis (H0) is rejected.

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