CONTEXTUAL

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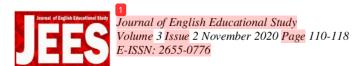
CONTEXTUAL REDEFINITION : A TEACHING STRATEGY FOR ENHANCING BEGINNER LEVEL OF READING ACHIEVEMENT

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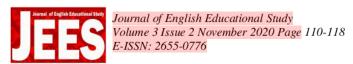*STKIP PGRI Sidoarjo*
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Abstract: Reading is the most important skill for both English as a Second Language (ESL) and English as a Foreign Language (EFL) learners especially in academic context, because the students need to comprehend and deal with all reading aspects and its difficulties. Departing from those needs, so it takes a strategy teaching reading, especially basic reading. Contextual Redefinition is a strategy of teaching that helps students learn the significanceof context clues in understanding the meaning of a word or concept.This research design is classroom action research. This study purposes to determine the extent to which the Contextual Redefinition strategy can improve students'vocabulary mastery and to find out factors of increasing students' vocabulary mastery. The subjects of this study were 26 English Education students of first semester. The research instruments were vocabulary tests, observation checklists and field notes, and questionnaire. Based on the results of the vocabulary test, there was an increase in students'vocabulary mastery from 30.77% at the beginning of the data to 42.30% in cycle 1 and 65.38% in cycle 2. The factors that increased students' vocabulary mastery were educator factors (class management) and students' factors (interests, enthusiasm, participation, and attention).

Keywords: *contextual redefinition, reading achievement*

INTRODUCTION

The presence of industrial revolution 4.0 gives the message that every self who still wants to have an existence in global competition must prepare mentally and skills that have competitive advantage. The main way to prepare the easiest skills to be taken is to have good behavior (behavioral attitude), raise self-competence and have a spirit of literacy(Suwardana H. , 2017). Industrial Revolution 4.0 have initiated new frontiers in the process of language learning and teaching process. It is generalized by artificial intelligence and it will transform the work area from task-based characteristics to the human centered characteristics.In the industrial revolution 4.0era in which theskillsof English in this era is very significant to be mastered as a medium of communication between nations and individual from various backgrounds(Sari, 2016). In educational context,education 4.0 is a new paradigm in which it focuses on the creativitity, innovation and optimizes the use of information, internet, and technology.

There is a growing demand for specialized English such as business, aviation, medicine etc. People have always learned a language out of a special need and for special purpose (Latha, 2014). English language has long been considered as an internationally received facet of communication. Hence, to survive and succeed in global environment, it's imperative to have proficiency in English
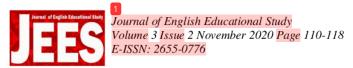
(Koshy, S, & Gopinath, 2012).The odds have only become higher,English being a global language. As claimed by a survey carried out by National Association of Software and Services Company, only one third of the qualified graduates were employable, while the remaining severely lacked English speaking and writing skills (NASSCOM, 2007).

English has become the language of employabilityandthe language of the educated person. A unique qualification to keep an edge over the othersis a good command over the language. English is still a foreign language for learners in Indonesia, which until now the learning process is still ongoing and continuous(Sari, 2019). The expected findings of foreign language learning is that the students can master the foreign language both writtenand verbally(Sari, 2019). For the effective functioning of the language, a focus on active speaking, writing and communication skills is must (Janardhanreddy & Kumar, 2013).There is a great difference between their native language and this new language they are learning; English; this is the difficulty of EFL language learners. They highlights the difficulty basically in pronunciation, grammar and vocabulary.

Reading class is often associated with an intensive reading class where students have to find the intended information as quickly as possible(Sari, 2016). The students tend to read word by word and stumble on some difficult words they do not know. Other problems are having limited understanding of English grammar, and afraid of making mistakes when they are asked to guess the meaning of the difficult words they do not know. Vocabulary is a very important element for mastering the four language skills of speaking, listening, reading and writing. Vocabulary-rich students will be able to express their feelings, ideas and thoughts in English(Sari, 2019). Language learners need solid vocabulary knowledge to develop their language skills(Alashry, 2018). Students need a teaching vocabulary that allows them to build rich word representations(Kucan, 2012). Moreover, teachers need to plan and implement vocabulary lessons.

The English teacher should instruct the students to apply language learning strategies and developing their language learningas a result (Jafari & Mahadi, 2013). Therefore, the language learners use the strategy to learn a language became one of the significant questions in the field of language teaching. Tierney and Readence (2005)suggested the vocabulary development strategy, Contextual Redefinition for its easeand simplicityfor content area of English teachers. Contextual Redefinition is a strategyof teaching which helps the students learn the significanceof context clues in understanding the meaning of a concept or word.Contextual Redefinition provides a way to introduce new vocabularywords to your students and gives students the opportunity to use a variety of context clues to predict and verify meanings.

Contextual redefinition strategies build the independent word-learning skills and word-consciousness. The students learn to keepmotivate of paying attention on morphemic word parts (affixes, prefixes, suffixes, root words), syntax, examples, author's purpose and context clues. Contextual redefinition needs the ELT students to reflect critically while having fun. Contextual

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Redefinition is a learning strategy that is focused on increasing vocabulary mastery(Pratiwi & Rakhmasari, 2018). Contextual redefinition will make it easier for students to find the literal meaning of vocabulary that is difficult for them. Contextual Redefinition is designed to enable students to use context to make information guess the meaning of words(Sanusi, 2009).

Contextual redefinition is a strategy of defining vocabulary based on the reading context will make it easier for any learner to find the literal meaning of terms or vocabulary that is difficult for the reader. Even by applying this strategy will add more new vocabulary for students.This strategy helps students: a)to focus on what is obviousand clearin a reading selection, b) to state on the author's general intent/meaning in a passage as much as possible , and c) to use these observations to help interpret unclear terms and ideas within the known context.

Contextual redefinition is a strategy that involves context clues that aim to activate prior knowledge, especially word knowledge and to increase more vocabulary.Contextual redefinition gives an offeringto the students of specific steps for deducing the meaning of unclear(orunknown) words in a reading passage by finding clues from their context in a larger text selection.With the contextual learning process, it will train students to always be independent because this strategy can be applied individually both in the classroom and outside the classroom. This learning strategy in addition to training student independence can also enrich vocabulary and can improve student reading comprehension with meaningful vocabulary learning.

METHOD

This research is classroom action research. Classroom action research is a systematic investigation carried out by teachers as researchers to gather information about how they operate certain schools, how they teach, and how well their students learn. Then, information and goals are useful for developing reflective practice, influencing positive changes in the school environment and in practical education in general, and improving student outcomes.

Classroom action research has several steps that are carried out to get results. Action research has five phases of investigation. They are identification of problem areas, data collection and organization, data interpretation, data based actions and reflection. Moreover, classroom action research involves asking one's own practice through the self-monitoring process that generally includes entering the planning cycle, acting, observing and pondering problems or problems to improve practice (Thomas F. , 2007).

Each step in the cycle must be carried out to obtain improvements as a result of research. The subjects of this study were 26 English Education students of first semester at STKIP PGRI Sidoarjo. The research variable were the students' ability in reading. The research instruments were vocabulary tests, observation checklists and field notes, and questionnaire. Firstly, the researcher were preparing

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some research preparation, such as: learning material, research instrument and research schedule. The data were analyzed on same stages, namely: data reduction, data display and drawing conclusion.

FINDING AND DISCUSSION

This research is classroom action research. This study uses four steps of action research namely: planning, action, observation and reflection.Before the researcher conduct research, the researcher provide tests to students to get preliminary data and to see student scores in conducting vocabulary tests before implementing contextual redefinition strategies.Preliminary data were collected on 7 February 2019. To see the percentage of students who passed and did not pass the standard score can be seen below.

Table 1 Percentage of passing scores preliminary data standards

CATEGORIES	SCORES STANDARD	FREQUENCY	PERCENTAGE
Graduated	≥75	8	30.77%
Not Graduated	≤75	18	69.23%

From the above table, it can be seen that students' vocabulary mastery still needs to be improved. Based on interviews and vocabulary tests, researchers concluded that most students had vocabulary deficiency.

Cycle 1.

In cycle 1, there are three meetings. Here are the four steps of those meetings: planning, action, observation and reflection. In addition, this cycle can be explained as follows:
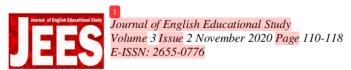
1. Planning

In the planning stage, the researcher prepare the material needed to conduct research, such as: lesson plans, contextual redefinition worksheets, teaching materials and assignments. The researcher also prepare vocabulary tests, observation checklists and field notes.

2. Action

In the action phase, the researcher applies the action which consists of three meetings.At the first meeting, the researcher asked questions related to the topic in brainstroming. The researcher provide an explanation of descriptive text. After students understand, the researcher ask students to read descriptive texts. Then, the researcher asked the students to find out foreign words from the text.In addition, the researcher explain another way to find the meaning of words called contextual redefinition strategies. The researcher explains about contextual redefinition strategies and how they work. Then, the researcher distributes the contextual redefinition worksheet.

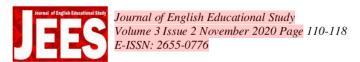Contextual redefinitionhas the following instructional steps:

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1. Select unfamiliar words in reading. The researcher selects words that unfamiliar to the studentsbut it will occur in upcoming reading. The researcher identifies to six words which may challenge students and are central to understanding important concepts presented in the text;

2. Write a sentence. The researcher will write a sentence for each of the selected words which contain rich contect clues;

3. Present the words in isolation. Then,the researcher will present each word and ask the students to provide a definition. Each of the words is presented to students in isolation with localcontext missing. The definitions will be written by the researcher on the board or the projector;

4. Present the words in a sentence. Furthermore, the teacher will ask the students to provide a definition based on context clues found in the sentences shared. The students make predictions about possible meanings for the wordsbased on their background knowledge and knowledge of wordparts;

5. Definition verification. The students are then provided with the context for each of the wordsto determine context clues that are helpful for confirming or determining word meanings for the target words. The students look the word up in a dictionary to either verify or negotiate the guesses offered by others.

Moreover, contextual redefinition claims for close attention to word order, syntax, parallel ideas, and examples as keys for predicting word meaning.Context clues, when used alone, are an unreliable source of wordmeaning; however, when combined with definitions, the combination is more significant than either used alone.

At the second meeting the researcher explained again about the steps in contextual redefinition strategies for students. After that, researchers distributed descriptive texts to students. Then the researcher made small groups and distributed contextual redefinition worksheets. After students fill out the contextual redefinition worksheets, the researcher and students discuss the concrete meaning of foreign words.At the last meeting, the researcher took vocabulary tests in cycle 1

3. Observation

At this stage, the researcheris assisted by co-researcher in observing the teaching and learning process. Observation is carried out using an observation checklist and field note.Based on the observation checklist and fieldnotes, almost all students were interested in the material provided. When researchers provide explanations about descriptive texts, most students focus on listening and paying attention to the explanations of researchers. Overall, students' understanding of contextual redefinition strategies is quite good. They just need more guidance in using contextual redefinition strategies.

In addition, cycle 1 was declared complete through the results of the vocabulary test held at meeting 3. The frequency of students graduating or not passing the standard score can be seen in the table below.

Table 2 Percentage of students' passing standart scores in cycle 1

CATEGORIES	SCORES STANDARD	FREQUENCY	PERCENTAGE
Graduated	≥75	11	42.31%
Not Graduated	≤75	15	57.69%

From this table it can be concluded that there is an increase in student achievement. However, indicators of the success of this study have not yet been reached.

4. Reflection

Based on the observation checklist and field note analysis, it can be interpreted that the researcher is preparing well whatever is needed in the teaching and learning process. But, there are still corrections, for example, the volume is still low and the frequency of explanation is too fast. Based on students' observation checklists and field notes, there are still students who have not been enthusiastically involved in contextual redefinition. Therefore, the researcher must find texts that are even more interesting.By looking at the results of these reflections, the researcher decides to continue the research to the next cycle with some improvements or revisions.
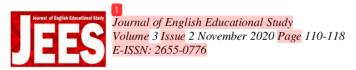
Cycle 2.

In Cycle 2, there are also three meetings. This cycle has been carried out based on the results of reflection from cycle 1. This cycle consists of four steps: revised planning, action, observation and reflection. In addition, this cycle can be explained in the following steps:

1.Revised Planning

At the planning stage of this revision, the researcher prepares a lesson plan and teaching material in accordance with the lesson plan, as well as an observation checklist and fieldnotes. The researcher also prepare descriptive texts by applying contextual redefinition, along with their worksheets. The researcher also continue to pay attention to the effectiveness of teaching and learning in the classroom.

2. Revised Action

In this revised action stage, the researcher conducted three face-to-face meetings by applying contextual redefinition. The researcher also explain how to find the main ideas in a text. To get the main idea, students must know the entire contents of the text. So, the researcher explains the

contextual redefinition strategy and provides a concrete example in filling the contextual redefinition worksheet.

At the second meeting, the researcher shared new texts with students. Then the researcher asked students to read the text carefully to find unknown words in the text. Next, they fill in the contextual redefinition worksheet.After students complete the contextual redefinition worksheet, the researcher asks them to discuss the concrete meaning of foreign words. The researcher also asked the opinions of each group.At the last meeting, the researcher gave a vocabulary test which was used as a result of cycle 2.

3.Revised Observation

At this stage, the researcheris assisted by co-researcher in observing the teaching and learning process.

Based on the observation checklist and field note, the researcher has done all aspects well. The researcher's explanation is better than the previous cycle. The researcher explains it more slowly and the sound is also loud. The researcher also ensure students understand about the material by asking questions and giving opportunities for students to clarify. In filling out the contextual redefinition worksheet, the researcher controls and guides students who are still confused. The researchers walk around the room and guide students individually.

Based on the observation checklist and field note, it shows an improvement in student enthusiasm. Student interest, participation, and attention during the teaching and learning process are better than the first cycle. Student vocabulary test results also improved. The frequency of students passing the standard score can be seen in the table below.
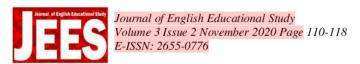
Table 3 Percentage of students' passing standart scores in cycle 2

CATEGORIES	SCORES STANDARD	FREQUENCY	PERCENTAGE
Graduated	≥75	17	65.38%
Not Graduated	≤75	9	34.62%

Based on the results of the table, the indicators of success of this study have been achieved.

4. Revised Reflection

At this stage, the results of student vocabulary tests in cycle 2 show an improvement from the previous cycle. In addition, based on the results of observation checklist and fieldnotes analysis, there are some improvements to the implementation of contextual redefinition. The researcher has succeeded in increasing students' vocabulary mastery. In addition, the researcher also makes teaching and learning processes more efficient. This is indicated by interest, enthusiasm, participation and positive attention to the application of contextual redefinition. In addition, the researcher also found

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contextual redefinition can help students guess the meaning of words in the text without opening a dictionary.

Indicators of the success of this study are contextual redefinition to improve students 'vocabulary mastery and the factors that cause an increase in students' vocabulary scores have been achieved by researchers. So the researcher decided to stop this research action.
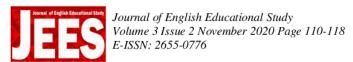
CONCLUSION

Based on the results of the study described in the previous chapter, the researcher concluded that contextual redefinition strategies can improve the students' vocabulary mastery. The percentage increase of students was 42.23% in cycle 1, and 65.38% in cycle 2.The factors causing the increase in students' vocabulary mastery are factorsfrom students (interests, enthusiasm, participation, and attention) as well as factors from lecturers (class management and explanations) as evidenced by the observation checklist and fieldnotes

Contextual redefinition strategy is recommended to help students understand the meaning of unknown words in the text based on the surrounding context. With the contextual learning process, it will train students to always be independent because this strategy can be applied individually both in the classroom and outside the classroom. This learning strategy in addition to training student independence can also enrich vocabulary and can improve student reading comprehension with meaningful vocabulary learning.

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