

# CHAPTER 1

## INTRODUCTION

### A. The Background of the Problem

Reading is one of the important skills in learning English. If we try to analyze and read Al- Qur'an in Al- Alaq chapter as the first verse, it says that "Iqraqbismirobbikallazikhalaq" (Al-qur'an chapter 96:1).<sup>1</sup> It means that proclaim in the name of the Lord and cherisher, who created..In this case, Allah has commanded us to read. So, if we learn English, we have to learn it as much as possible because by reading we may get much information about English.

Reading is one of the subjects to get information and knowledge about everything those readers need from written form. Reading is very important, and it is one of the four language skills that should be mastered by the students at all level. According to Kalayo, "Reading is an activity with a purpose. A person may read in order to get information or verify existing knowledge or in order to criticize a writer's ideas or writing style".<sup>2</sup> It is meaning that in reading the readers show their abilities in drawing meaning and interpreting information after reading activity.

Reading is a good thing in life because it is a factor of great importance in the individuals development and the most important activity in school. It is needed in

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<sup>1</sup> Al qur'an al karimdanterjemahan.(semarang:PT. KaryaToha Putra), Chapter 96:1

<sup>2</sup>KalayoHasibuanand Muhammad FauzanAnsyari, S. Pd.I., *Teaching EnglishAS Foreign Language* (pekanbaru:AlafRaiuGrahaUnri Press, 2007). p 68

every level of field of study. Particularly, students have to read English materials for their own special subject. Besides, reading activity is also needed to support their studies. Thus the readers are expected to be able to identify and comprehend a text which is read moreover for the students in order to improve their comprehension in reading.

In the School - Based curriculum (KTSP), reading is one of the skills that must be taught and learned by the students in the school. According to the syllabus of the eleventh grade of state senior high school 1 Tambusai, one of the indicators mentions that the students must comprehend different types of a text, such as descriptive text, narrative text, recount text, expository text and also their generic structure correctly<sup>3</sup>. The comprehension is shown by answering some questions after reading the text. One of the purposes of teaching English as a foreign language to Indonesian students is that students can read, grasp the idea, and understand the book written in English

Based on writers' observation at the school, the teacher used a Conventional Strategy in teaching and explaining the material about the text in this school. First, the teacher explained the material to the students, and then, the teacher asked them to give some questions, after that, the teacher asked the students to respond the questions from their friends, finally the teacher concluded the lesson before closing.

From the explanation above, ideally the students at the eleventh grade of senior high school 1 Tambusai should be able to understand the topic of reading well.

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<sup>3</sup>Syllabus of SMA N 1 Tambusai, First year 2011, unpublished, 2011

Contrary to the fact, based on writer's preliminary observation at state senior high school 1 Tambusai, RokanHulu Regency, the writer found that students gets difficulties in identifying the text, especially in narrative text. In addition, the score of some of the students were low. Futhermore, based on their teachers' data about the results of daily review (UlanganHarian/UH) in doing reading assessment, some of the students' score do not reach the minimum passing grade. The minimum passing grade at the school is 70. The symptoms of students' difficulties in reading activity can be seen from these phenomena:

1. Some of the students are not able to find main idea in reading text.
2. Some of the students are not able to identify information of text.
3. Some of the students are not able to identify language feature of the text.
4. Some of the students are not able to mention the generic structure of the text.
5. Some of the students cannot answer the questions given after reading narrative passage/text.
6. Some of the students are not able to find the reference of certain word.

Based on the description above, the writer concludes that of the factors influencing the students' failures is the strategy used by the English teacher. It can be said that the strategy is not appropriate. So, the writer tries to solve the problem by offering one teaching strategy for teaching reading, called contextual redefinition strategy. Contextual redefinition strategy is to assist students with contextual analysis

by helping them make educated guesses related to the meaning of a specific word.<sup>4</sup> In this case, contextual redefinition is a very useful and effective strategy for the students in reading narrative text because students will be better prepared to read efficiently and proficiently about text.<sup>5</sup> It is a useful strategy to improve reading comprehension.

Based on the description of phenomena above, the writer wants to find out significant difference of students' comprehension in reading narrative text between those who are taught by using contextual redefinition strategy and those who are not of the eleventh grade at senior high school 1 Tambusai, Rokan Hulu Regency. Thus, the writer carried out this research entitled: **“The Effect of Using Contextual Redefinition Strategy on students' Comprehension in reading Narrative Text of the Eleventh Grade Students at State Senior High School 1 Tambusai, Rokan Hulu Regency”**.

## **B. The Problem**

### **1. The identification of the problem**

Based on the problems depicted in the background of the problems, the problem of this research are identified as follows:

1. Why are some of the students not able to find main idea in reading text?
2. How are some of the students not able to identify information of text?

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<sup>4</sup>Burnner Judi Tilton. *Idon't Get It Helping Students Understand What They Read*.(Estover Road The Rowman& Littlefield Publishing Group 2011).P 4

<sup>5</sup> Ibid

3. How are some of the students not able to identify language feature of the text?
4. Why are some of the students not mention the generic structure of the text?
5. Why are some of students cannot answer the questions given after reading narrative passage/text ?
6. How do some of the students have difficulties to find the reference of certain word ?

## **2. The limitation of the problem**

In order to focus on the problem and to avoid misunderstanding, it is necessary to limit the problems of the research. The writer focuses on Students' reading comprehension in narrative text at State Senior High School 1 TambusaiRokanHulu Regency.

## **3. The formulation of the problem**

Based on the problems limited above, the research questions are formulated as follows:

1. How is the students' reading comprehension in narrative text taught by using Contextual Redefinition strategy of the eleventh grade students at State Senior High School 1 Tambusai, RokanHuluRegency?

2. How is the students' reading comprehension in narrative text taught without using Contextual Redefinition strategy of the eleventh grade students at State Senior High School 1 Tambusai, Rokan Hulu Regency?
3. Is there any significant difference of using Contextual Redefinition strategy on students' reading comprehension of narrative text the eleventh grade at State Senior High School 1 Tambusai, Rokan Hulu Regency?

### **C. The Objective of the research and the Significant of the Research**

1. The objective of the research
  - a. To find out the reading comprehension in narrative text taught by using Contextual Redefinition strategy of eleventh grade students at state senior high school 1 Tambusai Rokan Hulu regency.
  - b. To find out the reading comprehension in narrative text taught without using Contextual Redefinition strategy of eleventh grade students at state senior high school 1 Tambusai Rokan Hulu regency.
  - c. To find out the significant difference of using Contextual Redefinition strategy on Reading Comprehension in narrative text who are taught by using Contextual Redefinition strategy.
2. The significantce of the research
  - a. To give some information to the school about the strategy which solves the problems of the students' reading comprehension in narrative text.

- b. The findings are also expected to give positive contributions to the process learning and teaching English especially in reading comprehension at eleventh grade students at senior high school 1TambusaiRokanHulu regency.
- c. To enhance the writer's knowledge about teaching reading by Contextual Redefinition strategy.

#### **D. The Definition of The Term**

##### 1. The effect

Richards and Schmidt state that effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.<sup>6</sup>In this research, the effect means the alteration of students' reading comprehension between students who were taught by using Written Conversation Strategy and those who were not taught by using Written Conversation Strategy of the eleventh grade students at State Senior High School 1 TambusaiRokanHulu Regency.

##### 2. Contextual redefinition

Contextual Redefinition strategy is to assist students with contextual analysis by helping them make educated guesses related to the meaning of a specific word.<sup>7</sup>This strategy can be structured in a variety of ways to encourage idea and

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<sup>6</sup> Jack Richards C. et al, Longman Dictionary of Language Teaching and Applied Linguistics. ( New York: Pearson Education, 2002), p.175

<sup>7</sup>Burnner Judi Tilton. *Idon't Get It Helping Students Understand What They Read.*(United State of Amerika The Rowman& Littlefield Publishing Group 2011).P 4

viewpoint exchange before, during, and after reading.<sup>8</sup>In this research, Contextual Redefinition Strategy is a strategy used in order to find out its effect on students' reading comprehension of the eleventh grade students at State Senior High School 1 TambusaiRokanHulu Regency.

### 3. Reading

Reading is hard when you are meeting a lot of view ideas.<sup>9</sup> Reading is also a complex activity and accomplished readers operate at a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding what they read, selecting particular aspects for consideration and evaluating effects.

### 4. Reading comprehension

Reading comprehension is multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy, use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>10</sup> In this research, reading comprehension means students' comprehension in identifying factual information, main idea, reference, inference and meaning in narrative of the eleventh grade students at State Senior High School 1 Tambusai.

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<sup>8</sup> Judy S. Richardson, Raymond F. Morgan and Charlene E. Fleener, *Reading to Learn in the Content Area*. (Canada: Nelson Education, Ltd, 2012), p. 232

<sup>9</sup> Collin Harrison & Terry Salingaer *Assessing Reading 1: Theory and Practice*. (New York: first published 1998 by Routledge) p.89

<sup>10</sup> Jannete K. Klinger, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford, 2007), p. 8



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<sup>11</sup>Jannete K. Klinger, Sharon Vaughn, and Alison Boardman. Teaching Reading Comprehension to Students with Learning Difficulties. (New York: The Guilford, 2007), p. 8