

**USING CONTEXTUAL REDEFINITION STRATEGY TO
IMPROVE STUDENTS' VOCABULARY MASTERY
AT GRADE VII_A OF SMP NEGERI 1 GIRI MULYA**



THESIS

Presented as Partial Requirement for a “Sarjana” Degree

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2014

APPROVAL

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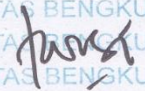
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MOTTO

- ♥ **“Ingatlah, pertolongan Allah itu dekat”_ Qs. Al- Baqarah: 214**
- ♥ **”A winner is a dreamer who never gives up” _Nelson Mandela**
- ♥ **“Bermimpilah, maka Tuhan akan memeluk mimpi- mimpi itu”
_Andrea Hirata**
- ♥ **“God answers the all players in the best way and at the right time,
just keep praying and make efforts!”**
- ♥ **“Nothing impossible, you can do whatever you want to do!”**

DEDICATION

With all gratitude and love this thesis is dedicated to:

- ♥ **My great father (Ngadiman, Amd) and beloved Mother (Sulastri).
Thanks for your love, prays, supports, and all the best things you
do for me. May be it is the smallest thing that I can do for your
happiness. So, I deliver my deepest sorry for all the bad things I
did. Love u very much.**
- ♥ **My lovely Brothers and sister (Arif Budi Ismanto, Siti Fatimah dan
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- ♥ **My Brother (Wahid Budi Wibowo, S.Pd) and My Sister (Hidayani,
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- ♥ **My Buddiess: Dita, Maya, Nur, Nina, Beta, and Ana. Thanks for your
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spirit for the next challenges and the next success.**
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- ♥ **Students at Grade VIIA of SMPN 1 Giri Mulya. Thanks for being
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Bengkulu, June 29th 2014

The Researcher

ABSTRACT

Fitriyani, Laila Nur. 2014. *Using Contextual Redefinition strategy to Improve students' Vocabulary Mastery at Grade VIIA of SMP Negeri 1 Giri Mulya*. Undergraduate Thesis. English Education Study Program. Department of Languages and Arts. The Faculty of Teachers' Training and Education. Universitas of Bengkulu. Supervisors: (I) Drs. Arasuli, M.Si, (II) Wisma Yunita, M.Pd.

Abstract: The design of this research was a classroom action research. This research was aimed to find out the extent to which contextual redefinition strategy can improve students' vocabulary mastery and to find out the factors improve the students' vocabulary mastery. The subject of this research was the students at grade VIIA of SMPN 1 Giri Mulya in academic year of 2013/2014 which consisted of 26 students. The instruments of this research were vocabulary tests, observation checklists and field notes, and interview. The data of this research was analyzed quantitatively and qualitatively. Based on the result of the vocabulary test, there was an improvement of the students' vocabulary mastery from 30,77% in preliminary data to 42,30% in cycle 1 and 65,38% in cycle 2. The factors that improved the students' vocabulary mastery were teacher's factors (teacher's classroom management and explanation) and students' factors (students' interest, enthusiasm, participation, and attention).

Key words: *Vocabulary mastery, Contextual Redefinition Strategy*

ABSTRAK

Fitriyani, Laila Nur. 2014. *Using Contextual Redefinition Strategy to Improve Students' Vocabulary Mastery at Grade VIIA of SMPN 1 Giri Mulya (A Classroom Action Research)*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Jurusan Bahasa dan Seni. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Bengkulu. Pembimbing Utama: Drs. Arasuli, M.Si. Pembimbing Pendamping: Wisma Yunita, M.Pd.

Abstrak: Desain penelitian adalah penelitian tindakan kelas. Tujuan penelitian adalah untuk mengetahui apakah strategi redefinisi kontekstual dapat meningkatkan pemahaman membaca siswa dan faktor apa saja yang mempengaruhi peningkatan penguasaan kosakata siswa. Subjek penelitian ini adalah siswa kelas VIIA SMPN 1 Giri Mulya tahun ajaran 2013/2014 yang berjumlah 26 orang siswa. Instrumen yang digunakan dalam penelitian ini berupa tes vocabulary (kosakata), lembar observasi, dan wawancara. Data dalam penelitian ini dianalisis secara kuantitatif dan kualitatif. Berdasarkan hasil tes yang dilaksanakan pada setiap akhir siklus dan analisis dari lembar observasi dan wawancara, dapat dikatakan bahwa penguasaan kosakata dan perilaku siswa selama proses belajar telah mengalami peningkatan. Siswa yang lulus dalam tes penguasaan kosakata meningkat dari 30,77% pada saat pengambilan data awal menjadi 42,30% pada akhir siklus 1 dan 65,38% pada akhir siklus 2. Faktor yang meningkatkan penguasaan kosakata siswa adalah faktor dari guru (manajemen guru dalam kelas dan penyampaian materi) dan faktor dari siswa (ketertarikan siswa, antusiasme, partisipasi, dan perhatian).

Kata kunci: *Penguasaan kosakata, Strategi Redefinisi Kontekstual*

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CHAPTER I

INTRODUCTION

1.1 Background

In Indonesia, English is purely a foreign language. As a foreign language, the learners are facing some challenges in learning process. They have the challenges in making the correct connections, understanding the foreign language between form and the meaning of words, and discriminating the meaning of closely related words (Harmer:2002). It makes them feel difficulty to master English well. Besides, English has four skills such as speaking, listening, writing and reading that should be mastered by the learners. To master those skills, the learners should be gaining their vocabulary first. According to Wilkins as stated in Thornbury (2002), “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. So, the first thing the learners should have is mastering the vocabulary in order to enable them to learn English.

In learning process, vocabulary as one of the important elements should be mastered well. It has important role in learning especially learning English because vocabulary is the total number of words that make up a language (Nunan :1991). The total stock of English words enables learners to master English proficiency as in listening, reading, writing and speaking well. It also supported by Richards (2002:255) who mentions that vocabulary is the core component of language proficiency and provides much of the basis for

how well learners speak, listen, read, and write. In short, vocabulary has a big impact for the other language skills.

Based on a preliminary study did by the researcher, it was found that 30, 77% students of class of VII_A SMP Negeri 1 Giri Mulya had a good score and 69,23% students did not pass the standard score. They had lack of vocabulary to give and identify the meaning of word. It was also supported by the English teacher statement. The students were still difficult to understand the meaning of words in a passage or a text. They had limited vocabulary to comprehend the meaning of a text because they do not know how to guess the meaning of words in a text. Besides, they also had difficulty to state some sentences in English.

The above problems can be solved by some strategies such as games, vocabulary cluster, semantic mapping. One of the strategies is contextual redefinition strategy. Contextual redefinition is a strategy that introduces the new vocabulary based on the contexts. Considering to the curriculum, Junior High School students which at grade VII in the second semester learn two kinds of texts; descriptive, and procedure text. To comprehend those texts, the students should have lot of vocabulary to understand the meaning of the words. Unfortunately, the students at grade VII_A of SMPN 1 Giri Mulya had limited vocabulary that makes them find difficulties to understand the words in a text. It was impossible for them to memorize all of words or often use a dictionary to find out the meaning of word. In addition, the students need to learn how to guess the meaning of words based on the surrounding context. Here, contextual redefinition

strategy can help the students to guess the meaning of words based on the context in comprehending a text, especially in descriptive text.

Some studies had been done by using contextual redefinition strategy. The first study was done by Wiese (2012) entitled “*Analysis of Two Vocabulary Strategies: A study to indicate which strategy, Verbal and Visual Word Association or Contextual Redefinition, is best suited for transferring new words into students’ long term memory*”, the result showed that the students who used the Verbal and Visual Word Association strategy transferred vocabulary words to their long term memories at a slightly higher rate than when those same students used the Contextual Redefinition strategy.

The second was done by Inani (2010) entitled “*The Effect of Semantic Feature Analysis, Frayer Model And Contextual Redefinition Strategies on Students Vocabulary Mastery*”. The result found that contextual redefinition strategy was the most effective strategy followed by semantic feature analysis strategy and frayer model strategy. Finally, from the statistical analysis the writer concluded that using contextual redefinition strategy affected students’ vocabulary mastery significantly.

The last study was done by Nurbaya (2011) entitled “*Penerapan Strategi Redifinisi Konstekstual untuk Meningkatkan Penguasaan Kosakata dan Aktivitas Pembelajaran*”, the result showed that the contextual redefinition strategy managed to improve the vocabulary mastery and learning activities. The students’ vocabulary mastery improved after each action cycle.

Referring to the background above, an English classroom action research entitled Using Contextual Redefinition Strategy to Improve Students Vocabulary Mastery (At Grade VII_A of SMP Negeri 1 Giri Mulya 2013/ 2014 Academic Year) was conducted.

1.2 Identification of the Problem

Based on the background of the problem above, several problems were identified in vocabulary mastery at grade VII_A of SMP Negeri Giri Mulya. The main problem was students have lack of vocabulary. They were still difficult to understand the meaning of words in a passage or a text, they had limited vocabulary to comprehend the meaning of a text because they did not know how to guess the meaning of words based on the context.

1.3 Limitation of the Problem

This research focused on the improvement of students' vocabulary mastery through contextual redefinition strategy which included giving and identifying the meaning of words based on the context.

1.4 Research questions

Based on the reflection above, the problems of this research were:

- a. To what extent can contextual redefinition strategy improve student's vocabulary mastery at grade VII_A of SMP Negeri 1 Giri Mulya?
- b. What factors improve students' vocabulary mastery at grade VII_A of SMP Negeri 1 Giri Mulya?

1.5 The Purpose of the Research

The purposes of the research were:

- a. To find out what extent can contextual redefinition strategy improve students' vocabulary mastery at grade VII_A of SMP Negeri 1 Giri Mulya.
- b. To explain the factors that can improve the students' vocabulary mastery at grade VII_A of SMP Negeri 1 Giri Mulya.

1.6 The Significance of the Research

There were two significances of this research; theoretical and practical. The expected benefits of this research both theoretical and practical were:

a. Theoretical contribution:

- For the teachers
 - The result of this research is to enrich insight theory of teaching vocabulary by using contextual redefinition strategy.
 - The result of this research can be used as the references for those who want to conduct a research in improving students' vocabulary mastery.

b. Practical contribution:

- For the teachers

This research help the teacher teach the students in reading skill, especially to teach vocabulary mastery by using contextual redefinition strategy.

- For the students

The students were expected to be more interested in improving their vocabulary mastery by using contextual redefinition strategy.

1.7 Definition of Key Term

To avoid misunderstanding, several key terms were defined:

- a. Vocabulary is the total list of words in a language.
- b. Vocabulary mastery is knowledge of knowing and understanding the meanings of words and how to use it.
- c. Contextual redefinition strategy is strategy that helps students giving and identifying the meaning of words based on the context.

CHAPTER II

LITERATURE REVIEW

2.1 Vocabulary

2.1.1 Definition of Vocabulary

In learning a foreign language, vocabulary is the first aspect that should be learned by students. According to Ur (1997), vocabulary can be defined roughly as the words that wanted to reach by the students in the foreign language. In fact, it is impossible if they can be mastering a language without knowing the vocabulary itself.

Vocabulary is a list of words in a language with their meaning (Hornby:1995). It means that vocabulary is total of words along with the meaning in a language that known or used by a person in a particular book, subject, etc. Here, words are symbols that represent either physical object or idea. Dealing with vocabulary, Wehmeier, et al (2005) stated that vocabulary is defined as all the words in a particular language. So, in a language there are the words in order to master a language itself.

Similiarly, vocabulary also has the important roles in learning English. Nunan (1991) said that vocabulary is a total number of words for combining them to make up a language. It means that, vocabulary has a function to enable the students to master their English proficiency such as listening, reading, writing and speaking. It is also supported by Richards. According to Richards (2002:255), vocabulary is the core component of

language proficiency and provides much of the basis for how well learners speak, listen, read, and write. As a result, it is integrated with the other skills.

Based on the definition above, it can be concluded that vocabulary is the list of words with their meaning. It is about how the words in a language express the meaning in learning a language, especially English. Besides, vocabulary is the essential things that influence the students to master the other skills.

2.1.2 Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because in order to be able to speak, write, and listen learners have to know vocabulary first. Not only know the vocabulary, the learners should also understand about the meaning of the words. As Cameron said that to know a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary learners have to know the meaning of the words, understand and can use it in sentence context. According to Willingham (2009), vocabulary is knowledge of knowing the meanings of words. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

Vocabulary is not simply a list of individual words, rather it's a very complicated issue that involves many aspects, as Taylor (1990) argued that the knowledge of a word exist on various levels, namely, the knowledge of the frequency of the word in the language, the register of the word, the

morphology, the semantics, the polysemy, and the knowledge of the equivalent word in first language.

In brief, vocabulary mastery is the knowledge of knowing the meaning of words, understanding the words and can be used correctly in a sentence. So, it is not only know the words but also how to understand the meaning of the word and how to use it.

2.1.3 The importance of Vocabulary

Vocabulary has depth relationship the other skills, especially with reading. Biemiller (2003) in Hackman defines vocabulary as a strong indicator in reading success. In this case, the students who have low vocabulary will have difficulties in comprehending the texts. It makes the students need more time to catching the meaning of the text. It is also supported by The National Reading Panel (NICHD). The National Reading Panel (NICHD: 2000) in Hackman identified the components of reading as phonemic awareness, phonics, fluency, vocabulary, and comprehension. As a result, vocabulary holds the important aspect in reading comprehension.

Moreover, vocabulary is not only about reading comprehension, but it is also related to the curriculum. Bowman (2006:3) in Ababneh argued that vocabulary is integrated into every content area and is addressed as part of the curriculum. It means that the use of vocabulary is part of reading, writing as well as establishing the foundation of effective communication. So, vocabulary can be as a based factor before having communications with others.

Similiarly, according to Hatch and Brown (1995) vocabulary is the foundation to build a language which plays a fundamental role in communication. It means that vocabulary is the first priority in learning English.

Based on the definition above, it can be concluded that vocabulary is not just the list of words with their meaning. It is about how the words in a language express the meaning in learning a language, especially English. Besides, vocabulary also became one of the important factors that influence the students to master the other skills.

2.1.4 The Kinds of Vocabulary

English has such large numbers of words. According to Kamil and Hiebert (2005) there are two kinds of vocabulary:

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading.

It means that receptive vocabulary is words that people can recognize and understand but they hardly ever used. They just know the meaning of the words. While, productive vocabulary is words that people know about the meaning and they are usually used in their writing and speaking.

In addition, there are four basic vocabularies. Pikulski and Templeton (2004:1) point out that there are some differences in the number of words that are used and understood by the students, as figure out below:

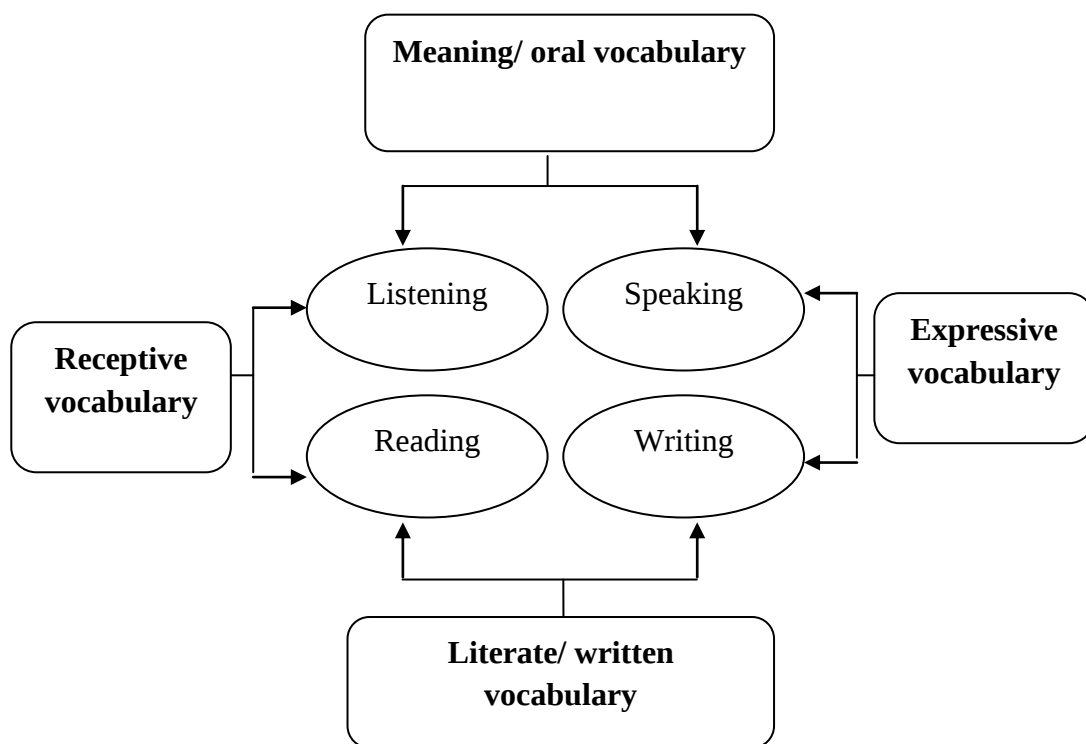


Figure 1. The kinds of vocabulary (Pikulski and Templeton 2004: 1)

From the figure above, the kinds of vocabulary will be described as follows:

a. Receptive Vocabulary

It is the words that the students understand when they listen to speech and when they read. The term receptive vocabulary is used to refer to listening and reading vocabularies.

b. Expressive Vocabulary

It is the words that the students use when they speak and write. The term expressive vocabulary is used to refer to both of speaking and writing that they use to express themselves.

c. Meaning/ Oral Vocabulary

It is the words that the students understand when they hear, then they can use in their speech. The term oral vocabulary refers to the combination of listening and speaking vocabularies.

d. Literate/ Written Vocabulary

It is the words that the students understand when they read and they can use in their writing. The term written vocabulary refers to the combination of reading and writing vocabularies.

In relation to kinds of vocabulary, Nation (2001) stated that there are four kinds of vocabulary in the text:

1. High frequency words.

These words are almost 80% of the running words in the text;

2. Academic words.

Typically, these words make up about 9% of the running words in the text;

3. Technical words.

These words make up about 5% of the running words in the text;

4. Low frequency words.

These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

Moreover, kinds of vocabulary also based on the students find in reading. According to Cheek, et.al (1989), there are three kinds of vocabulary that the students may encounter when they are reading. They will be described as follow :

1. General vocabulary. It refers to the words that comprise the major portion of one's vocabulary usage in everyday communication, such as "house", "table", and "chair".
2. Specialized vocabulary. It refers to the words with multiple meanings that change from one content to another, such as "mass", "root", and "raise".
3. Technical vocabulary. It refers to the words that are essential to the understanding of a specific content area. These words only relate to one content area and the understanding of its concepts, such as "gene" (science), "embargo" (social studies) and "exponents" (mathematics).

As a result, kinds of vocabulary are depends on the words that students understand and they are used in learning English. Besides, it is also based on the frequently for using the words and the words that they find in their reading.

2.2 Vocabulary Learning Strategy

2.2.1 Contextualizing

One of the most effective strategies to increase vocabulary comprehension is to use the context that surrounds an unknown word to discover the meaning. The students can use context in several ways to help convey meaning. For example, sometimes the meaning of a word is explained within the same sentence. At times, synonyms of the unknown word can clarify words within the sentence. A contrast clue may identify meaning. Students need to realize that it is okay to take a stab at unfamiliar words and figure out an approximate meaning from the context. (Calkins

in Elery: 2009). After students identify the unknown word, they may predict the possible meaning from the context. The context enables students to make an inquisitive stance toward word meaning and to monitor and verify predictions (Elery: 2009). Using a variety of contextual analysis techniques allows the student to be active, rather than passive, in the discovery of new words. There are some strategies of contextualizing:

- Context complex clues

It is a strategy which uses the context to figure out the meaning of the unfamiliar words. Firstly, the students select a word from a text that may cause the students difficulty in understanding the meaning of the sentence or text passage. Then, they demonstrate a variety of ways students may use the context to figure out the meaning of the unfamiliar word. After that, ask the students to read a sentence that uses the word in a different context but that keeps the same meaning for the word (for example: definition or description clues, linked synonym clues, compare and contrast clues, inferring clues).

- Collaborate and Elaborate

This strategy has the purpose to explore, discuss, and formulate a definition that the students perceive from clues within the sentence or related sentences and integrate newly formed words into a working vocabulary. The first step is invite students to write unknown words or phrases in a vocabulary notebook. Secondly, arrange students in groups to explore, discuss, and formulate a definition of the words or phrases that they perceive from clues within the sentence or related

sentences. Last, a group selects a recorder to capture their examples and non-examples of the word from personal experiences and background knowledge, which helps to illustrate what the word is or is not depending on the related words in context.

2.2.2 Contextual Redefinition Strategy

2.2.2.1 Definition of Contextual Redefinition Strategy

Contextual redefinition is one of the strategies that students can use to improve their vocabulary. According to Allen (2007) Contextual redefinition is a teaching strategy that helps students learn the importance of context clues in understanding the meaning of a word. It provides a way to introduce the students with the new vocabularies and gives the students opportunity to predict the meaning of words based on the surrounding context and verify the meaning.

It is also supported by Petzar. Petzar (2000) stated that Contextual redefinition is a strategy for showing students the importance of context in ascertaining meaning. It is useful in those instances in which difficult terms can be defined by the context in which they occur. The ways in learning vocabulary through contextual redefinition strategy consists of select unfamiliar words, write a sentence, present in isolation, predict the meaning, read and define the word. Firstly, select unfamiliar words from the text or from the lesson to be introduced. Then, write a sentence with rich of context. Categories of context clues can be experience, compare and contrast, description, synonyms. After that, present the word in isolation using the board, write the word and have the students generate meaning as

they refer to the context sentences. They can do it in small groups or individually. Besides, the students use the think-aloud strategy to describe how they came up with their definitions (modeling the thinking process). Next, ask the students to predict the meaning based on the student generated definitions, have all students predict the topic to be read or learned and link to prior knowledge. After they give their prediction, students should read the selection or receive instruction. As they read or take notes, have students verify their selected definitions. It gives them both meaning and a purpose for reading. Last, defining the word with the correct definition which taken from a reliable source (text, dictionary, or teacher). They discuss the differences and similarities between their definitions and dictionary or textbook definitions.

Moreover, San Diego County Office of Education (SDCOE: 2002) stated that contextual redefinition is a strategy for showing students the importance of context in ascertaining meaning. There are five-step strategy includes (1) presenting the words in isolation, (2) presenting the words in context, (3) ask students for suggestions and (4) have the students to consult a dictionary.

As a result, contextual redefinition is a strategy that gives the definition of words by seeing from the context. There are five steps in using contextual redefinition strategy. They select the unfamiliar words, presenting the words in isolation, present the words in context, and use a dictionary for verification (Valery: 2009).

2.2.2.2 Goals of Contextual Redefinition Strategy

In learning process, contextual redefinition strategy has some goals that will fit to the students. According to San Diego County Office of Education (SDCOE: 2002), the goals of contextual redefinition strategy are:

1. Help the students to realize that context can provide additional clues to the meaning of words and engage students in using context to discover the meaning of unknown words.
2. Help filtering the students' experience in thinking processes involved in deriving a definition from context.

2.2 Previous Study

Some studies had been done by using contextual redefinition strategy. Firstly, a research from Nurbaya (2010) entitled "*Penerapan Strategi Redifinisi Konstektual Untuk Meningkatkan Penguasaan Kosakata Dan Aktivitas Pembelajaran in Class VIIIE SMP Negeri 1 Seyegan Sleman Yogyakarta 2010.*" The result of her study showed that the implementation of the teaching strategy contextual redefinition can improve vocabulary mastery and learning activities. The averages of students' learning improvement were 51.23 % in the first cycle, 61.09 % in the second cycle, and 65.79 % in the third cycle. As a result, the improvement of learning activities from first cycle to second cycle is 9.86 %, from second cycle to third cycle is 4.7 %. The students' vocabulary mastery improved after each action cycle. The learning activities included raising questions, examining the correspondence between

questions and learning materials, using dictionaries to verify word meanings, having discussions, and constructing sentences to express contextual meanings.

Secondly, a research was done by Inani (2010) entitled *“The Effect of Semantic Feature Analysis, Frayer Model And Contextual Redefinition Strategies on Students Vocabulary Mastery”*. The result found that contextual redefinition strategy was the most effective strategy followed by semantic feature analysis strategy and frayer model strategy. The use contextual redefinition strategy affected students’ vocabulary mastery significantly. The use of semantic feature analysis, frayer model and contextual redefinition strategies offer variations in teaching English, especially teaching English vocabulary.

The last, a research from Wiese (2012) entitled *“Analysis of Two Vocabulary Strategies: A study to indicate which strategy, Verbal and Visual Word Association or Contextual Redefinition, is best suited for transferring new words into students’ long term memory”*. The result from this study indicated the students who used the Verbal and Visual Word Association strategy transferred vocabulary words to their long term memories at a slightly higher rate than when those same students used the Contextual Redefinition strategy. It meant that to transferring new words into students’ long term memory was more effectively used verbal and visual word association than contextual redefinition strategy.

In conclusion, this research was different from the previous research. Automatically, the differences were shown from the subject, location and

instrument of the research. In depth, a research from Nurbaya (2010) was implemented in Indonesian language subject. The subject of her research was Senior High School student at class of VIIE. The result of her research was the improvement of Indonesian vocabulary of the students.

In Inani's research, she found that contextual redefinition strategy was the most effective strategy followed by semantic feature analysis strategy and frayer model strategy. The using of contextual redefinition strategy affected students' vocabulary mastery significantly. The subject of the research was ninety students of Senior High School Nurul Islam, Pematang Siantar which selected randomly.

Last, a research from Wiese (2012) was about comparing two strategies between Verbal and Visual Word Association and Contextual Redefinition. In Wiese's research, she stated the suited strategy between Verbal and Visual Word Association and Contextual Redefinition that can transfer the new words into students' long term memory. The subject of her research is three ninth grade English classes from an upper Midwestern high school. The result was Verbal and Visual Word Association strategy can suit to transfer new words into students' long term memory.

In contrast, this research was about the implementation Contextual Redefinition Strategy to improve the students' vocabulary especially English. It was implemented at class VII_A of SMP Negeri 1 Girimulya which the students had lack of vocabulary that makes them find difficulties in learning English.

2.3 Conceptual Framework

The conceptual framework of this research was conducted as follows:

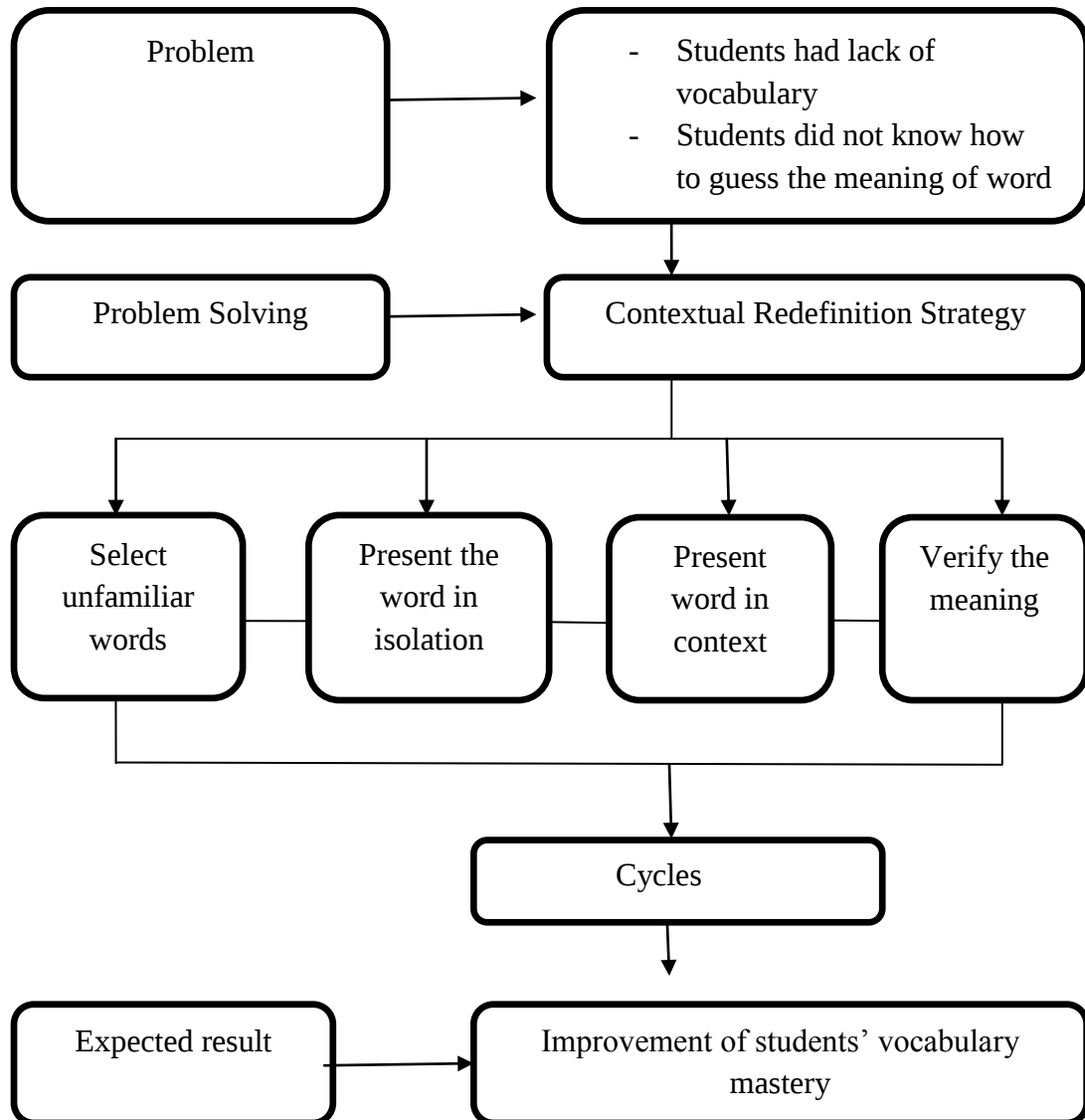


Figure 2. Conceptual framework

Contextual redefinition strategy helped students to improve their vocabulary using contextual clues to determine the meaning of the words. The students can guessed the meaning of word based on the context. There were four steps in using contextual redefinition strategy. They selected the

unfamiliar words, presented the word in isolation, presented the words in context, and verified the meaning.

Firstly, the students selected the unfamiliar words from the text that teacher was given. They can not select them randomly. They identified them in conjunction when they are reading the text guided by the teacher.

Secondly, the teacher asked the students to present the words in isolations. Here, the students wrote the word on the worksheet that given by the teacher. Then, they predicted the meaning of the word in group. They predicted it with the possible answer based on their knowledge, for example they looked from the suffix, prefix, etc.

Thirdly, the teacher asked the students to present the word in context. It meant that the students read the text and guessed the appropriate meaning a word based on surrounding context. In offering their individual guesses, they gave a rationale reasons. Obviously, there were some humorous predictions. But it was no problem because the focus of this learning process is they have been associated the unfamiliar words with surrounding context.

The last, the teacher asked the students to verify their predicting definition with dictionary. But if they were sure with the definition, they did not use the dictionary to verify their predicting definition because they defined the word with the correct definition which taken from a reliable source, for example text, or teacher statement.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was a classroom action research. According to Donato (2003), classroom action research is a systematic inquiry conducted by teachers as researchers to gather information about the ways that their particular school operating, how they teach, and how well their students learn. Then, the information and the goals was useful to develop the reflective practice, affect positive changes in the school environment and on educational practices in general, and improve student outcomes.

A classroom action research had several steps that were done to get the result. According to Eileen (2000), action research had five phases of inquiry. They were identification of problem area, collection and organization of data, interpretation of data, action based on data and reflection. In further, Thomas (2007) stated that generally classroom action research involves the inquiring into one's own practice through a process of self- monitoring that generally includes entering a cycle of planning, acting, observing and reflecting on an issue or problem in order to improve practice. Each of steps in the cycle should be done to get the improvement as a result of the research.

This research was designed by using spiral model of Kemmis and Mc Taggart in O'Brien (1998):

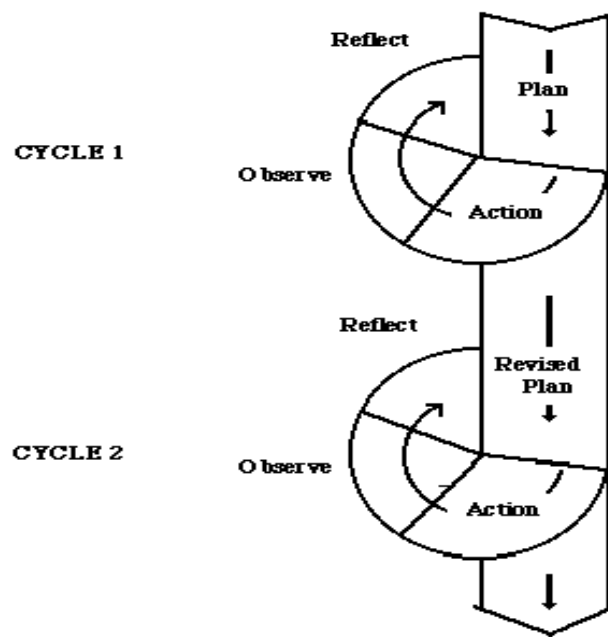


Figure 3. Model of CAR (Kemmis and Mc Taggart in O'Brien :1998)

In addition, the researcher acted as a real teacher who taught the students by using contextual redefinition strategy. In doing this research, the researcher was helped by co-researcher to help observing and exploring the certain problems in the classroom. The co-researcher was Supono, S,Pd, he acted as an observer who observed the researcher who applied contextual redefinition strategy in improving students' vocabulary mastery.

3.1 Subject and Location of the Research

The subject of this research was the students of class VII_A of SMP Negeri 1 Girimulya in academic year of 2013/2014. SMP Negeri 1 Giri Mulya was located on Jl. Wijaya Kusuma No. 75 at Girimulya village of Bengkulu Utara. It is needed about 45 minutes from the central city Argamakmur to the school. The class consisted of 26 students. There were 12

of females and 14 of males. The researcher chose this class because based on the preliminary study did by the researcher on February 8th, 2014 the students' vocabulary mastery in this class was very poor. Most of them found difficulties in understanding the meaning of words in a passage or a text. They also had limited vocabulary to comprehend the meaning of a text because they did not know the context of words which is used in the text.

3.2 Instrumentations

The instrumentations of this research were vocabulary tests, observation checklists and field notes and the semi structured interview.

3.1.1 Vocabulary Tests

The vocabulary test was used to measure the students' vocabulary mastery. It consisted of 20 multiple choice items with four optional answers (A, B, C, or D). The materials of this test were the vocabulary item. It could be nouns, adjectives, verbs or the others. The questions were designed based on the syllabus in which the specification of questions is about identifying the meaning of the words. The questions were designed by thickening the unfamiliar word in the descriptive text, and choosing the appropriate meaning for the bold words in the sentence of a text. In designing the test, the researcher was helped by the English teacher and the researcher's supervisors.

3.1.2 Observation Checklists and Field notes

In this research, there were two kinds of observation checklists and field notes. The first was the teachers' observation checklist and field notes. It was used to identify and collect the improvement of the researcher as the teacher in applying contextual redefinition strategy. The second was the students' observation checklist and field notes. It was used to identify and collect the information about students' improvement in applying the contextual redefinition strategy. The observation checklists' specification was about the teacher and students activities in pre- teaching, while-teaching and post teaching during implementation of contextual redefinition strategy. In here, the researcher was helped by a co-researcher or an English teacher in the school named Mr. Supono, S.Pd. In addition, the observation checklists and field notes used the Guttman Scale which only has two answers, yes or no (Riduwan :2004). This scale was used to know the clear answer. Besides, in the right column of yes or no optional answer, there was a column of field notes to write all notes on important activities happened in implementing contextual redefinition strategy in teaching and learning process.

3.3.3 Interview

In this research, the researcher used the semi structured interview. According to Sugiyono (2010: 203), the semi structured interview is a kind of in depth interview which has the goal to get the point of the problem openly. The interview was given at the end of the cycle and it was used to

find out the students' responses and opinions about the process of learning and teaching by using contextual redefinition strategy. Besides, the semistructured interview also used to support the data that the researcher got from observation checklists and field notes. The researcher asked five questions to the students. The researcher chose six students randomly for the interview with her. In addition, the researcher used the lottery to get the sampling student randomly. They were interviewed in bilingual languages and it was recorded by the researcher.

3.4 Procedure of the Research

This research was consisted of two cycles. Each cycle consisted of three meetings. Besides, each cycle had four steps. They were plan, action, observe and reflect (Kemmis and Mc Taggart in O'Brien: 1998). The steps were described as follows:

3.4.1 Preliminary Data

Preliminary data was taken on February 9th, 2014 at grade VII_A of SMPN 1 Giri Mulya by giving them a vocabulary test. Based on the result of preliminary data, it was found that only 30,77% of 26 students got the score higher than the minimum standard score in that school which is 70.

In addition, the researcher also interviewed the English classroom teacher (Supono, S.Pd). Based on the interview and vocabulary test, the researcher concluded that most of the students had lack of vocabulary. They were still difficult to understand the meaning of

words in a passage or a text. They also had limited vocabulary to comprehend the meaning of a text because they do not know how to guess the meaning of words in a text.

3.4.2 Cycle 1

- **Plan**

The researcher prepared the lesson plan that was used in implementing contextual redefinition strategy in meeting I, II, and III. It included prepare the materials and the task for the students. In addition, the reseacher designed observation checklists and field notes and vocabulary test for each cycle.

- **Action**

In action step, there were three meetings for each cycle. In the first meeting, the researcher introduced the descriptive text to the students and explained to them what is descriptive texts, the purposes, generic structures, language features of descriptive texts and gave them the example of descriptive text. Then, the researcher introduced the contextual redefinition strategy and how it worked to solve the students' difficulties in understanding the meaning of unfamiliar word in a text.

Then, in the second meeting the researcher applied the contextual redefinition strategy to help the students in understanding the meaning of the word based on the context in improving their vocabulary mastery. The action of this research, the reseacher did the action for teaching and learning process

especially in vocabulary activity based on the lesson plan by using contextual redefinition strategy. Firstly, the researcher gave the students the descriptive text. Second, the researcher asked students to read the text and find out the unfamiliar words from the text. Here, it was helped by the teacher to guide them find out the unfamiliar words from the text. Third, the researcher asked the students to present the words in isolations. In isolations means that the students should write their unfamiliar words in contextual redefinition worksheet with the local context missing. Then, they predicted the meaning of the word in group. Fourthly, the researcher asked the students to present the word in context. In presenting the words in context, the students read the text again and guessed the appropriate meaning a word based on surrounding context. Last, the researcher asked the students to verify their predicting definition with dictionary.

- **Observe**

The researcher was helped by the English teacher to observe the teaching and learning activities, including the teacher and the students' activities. In here, the co- researcher filled the observation checklists and wrote the important notes that were happened during the implementation contextual redefinition strategy in class.

- **Reflect**

In this step, the whole data that the researcher got in cycle 1 was analyzed. It included the result of students's vocabulary test and the

teacher's and students' checklist and field notes. The results of this reflection was taken as a consideration to plan the next action for the next cycle and to determine whether the next cycle or cycle 2 will needed or not. In addition, the researcher stopped the cycle if the indicators of success have been achieved by the students. On the other hand, if the indicators of success have not been achieved yet, the researcher will do the next cycle or cycle 2.

Cycle 2

In cycle 2, the researcher emphasized on the improvement of students' vocabulary mastery based on the weaknesses that were found in the result of cycle 1. It was almost the same as the cycle 1. But there was some revisions based on the weaknesses that were found in cycle 1.

3.5 Techniques of Collecting Data

In this research, there were two kinds of data to be collected. They were quantitative data and qualitative data. They were described as follow:

- **Quantitative data**

In quantitative data, the researcher used the vocabulary tests. The vocabulary tests were done at the end of cycle 1 and 2. In addition, this test was taken twice to see the improvement of the students' vocabulary mastery after they used the contextual redefinition strategy in teaching and learning process.

- Qualitative data

In qualitative data, the researcher used the observation checklists and field notes and interview. Firstly, the researcher collected the data through observation checklists and field notes. It was taken in each meeting of implementing contextual redefinition strategy. The observation checklists were done by the co-researcher.. Then, the co-researcher filled the observation checklists and field notes while the researcher was applying the contextual redefinition strategy in the class. The co-researcher wrote his comment in field notes column to give more detailed information about the observation checklists that were done in each meeting. Last, the researcher also used interview to know the students' responses about contextual redefinition strategy. At the end of cycle 2, the researcher asked six students about their responses in implementing contextual redefinition strategy.

3.6 Techniques of Analyzing Data

In analyzing the data, the researcher analyzed the data quantitatively and qualitatively.

- Quantitative data

The quantitative data such as vocabulary tests were analyzed by using Sudijono (2010). The quantitative data was designed to know students vocabulary mastery after they used contextual redefinition strategy to improve their vocabulary mastery. Firstly, the researcher gave the students' scores by using the following formula:

$$S = \frac{X}{Y}$$

Where:

S = student score

X = the total number of the students' correct item

Y = the total number of the test questions items

(Sudijono, 2010: 80)

After getting the students' scores and frequency of students in each category, the researcher analyzed the percentage of the students' vocabulary scores by using the following formula:

$$p = \frac{f}{N} \times 100\%$$

Where: p = the percentage number of students

f = the frequency of the students who pass the score of ≥ 70

N = the total number of students (Sudijono, 2010: 43)

Based on the indicator of success of this research, this research was successful if the contextual redefinition strategy had improved the students' vocabulary mastery with the percentage of the students who passed the standard score of ≥ 70 at least 60% of the total students. In addition, the reseacher used the standard score of ≥ 70 based on the school minimum standard score. To measure the success of this research, the researcher used the following students' standard score category:

Table 1: Students' Score Category

Category	Standard Score	Frequency	Percentage
Pass	≥ 70		
Do not pass	< 70		

- Qualitative Data

After analyzing the quantitative data of vocabulary test, the researcher analyzed the qualitative data of the teachers' and students observation checklists and field notes and interview. Here, the researcher analyzed the data by using Gay (2000:204) which consisted of data managing, reading and memoing, describing, classifying, and interpreting.

1. Data Managing

In this step, the researcher organized the data from the observation checklist and field notes, and interview. The data was managed by the researcher based on the date of the data was taken. The researcher checked the completeness of the data and saw the notes that were written by the collaborator in the observation checklist and field notes. The interview data was transcribed and translated in English.

2. Reading and memoing

After the data was managed, the researcher read all the data from the observation checklist and field notes, and interview thoroughly. During reading the data, the researcher wrote some notes related to

the data such as comments about the data that will make the researcher easier to analyze the data. Here, the researcher focused to find out the impression which is useful or not. So, from the notes the researcher could remind it in analyzing the data.

3. Describing

The researcher made the description about the data from the observation checklist and field notes, and interview. In here, the observation checklists and field notes, and interview were described in order to answer the research questions. The researcher wrote a description that pictures the condition of the research takes places, where the data from and then explain more about the notes that the researcher was written in reading and memoing. So, the description was in detail, sequenced part that told the context and the process.

4. Classifying

In classifying step, the researcher classified the data based on the purpose of each instrument in order to answer the research question. The researcher differentiated all the qualitative data into categories that represent different aspect of the data. In here, the data was classified into the similiar categories or group.

5. Interpreting

The last step, the researcher interpreted the data from the classification data to make the conclusion which can answer the research's questions. So, the researcher got the result of implementation contextual redefinition strategy to improve students' vocabulary mastery.

3.7Indicator of Success

This research had two indicators of success to measure the successful of the research as the following:

1. The use of Contextual Redefinition strategy can improve students' vocabulary mastery which shown by the percentage of students who reach the score of ≥ 70 is 60% of total students.
2. The factors that make the improvement of students' vocabulary score such as students' interest, enthusiasm, participation, and attention were found.