

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

#### **4.1 Results**

This research was a classroom action research. In doing this research, the researcher was helped by a co- researcher who is the English teacher at SMPN 1 Giri Mulya. This research used the four steps of action research by Kemmis and Taggart in O'Brien (1998). There were four steps in each cycle in this research; plan, action, observe, and reflect. The data taken in the action and observe steps was used in the reflect steps.

Before the researcher conducted the research, the researcher gave a test to the students at grade VII<sub>A</sub> of SMPN 1 Giri Mulya to get the preliminary data and to see the students' score in doing vocabulary test before implementation contextual redefinition strategy. The preliminary data was collected on Wednesday, February 8th, 2014. The result of the test in preliminary study showed that there were one student at grade VII A SMPN 1 Giri Mulya got score 80, 3 students got score 75, 3 students got score 70, 3 students got score 65, 5 students got score 60, 2 students got score 55, 3 students got score 50, 2 students got score 45, 2 student got score 40, and one student got score 30. The result of the preliminary study can be seen in the appendix 1. To see the percentage of the students who passed and did not pass the standard score can be seen below.

Table 4.1 The percentage of the students who passed the standard score in preliminary data.

Category	Standard Score	Frequency	Percentage
Passed	$\geq 70$	8	30,77%
Did not pass	$< 70$	18	69,23%

From the table above, it can be seen that the students' vocabulary mastery were poor and needed to be improved. There were only 8 or 30,77% students of the total students in class, who passed the test and 18 or 69, 23% of the students were failed the test (*see Appendix 1*). Based on the interview and vocabulary test, the researcher concluded that most of the students had lack of vocabulary. 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 did not know how to guess the meaning of words in a text, especially in a descriptive text.

#### **4.1.1 Description of Cycle 1.**

In cycle 1, it consisted of three meetings. There were four steps; plan, action, observe, and reflect. In brief, this cycle can be described as following:

##### **4.1.1.1 Plan**

In planning stage, the researcher prepared the materials that needed for doing the research, such as; lesson plan, contextual redefinition worksheet, teaching and learning materials and the task. Besides, the

researcher also prepared vocabulary test after the cycle, and observation checklist and field notes. Here, the researcher was helped by the co- researcher. This research had been planned to be held on Saturday, March 29th 2014. The lesson plan and the learning material had been designed based on the curriculum and syllabus.

#### **4.1.1.2 Action**

In action stage, the researcher applied the action based on lesson plan. The actions of this research consisted of three meetings. The first meeting of the cycle 1 was conducted on Saturday, March 29th 2014 at grade VIIA of SMPN 1 Giri Mulya. Firstly, the researcher asked the questions related to the topic in brainstorming. It made the students ready to learn. They can guess what the material that they want to learn. Secondly, the researcher gave an explanation about descriptive text. It included the generic structures and the language features of a descriptive text. After the students understood, the researcher asked the students to read a descriptive text. Then, the researcher asked the students to find out the unfamiliar words from the text. Most of the students wrote some unfamiliar words from the text. So, the researcher asked the students what students should do with their unfamiliar words. They said that they should find the meaning of words from dictionary. In addition, researcher explained the other way to find the meaning of words which named contextual redefinition strategy. Then, the researcher explained about the contextual redefinition strategy and

how it worked. Later, the researcher gave the students contextual redefinition worksheet and engaged them together to fill the contextual redefinition worksheet.

In the second meeting of cycle 1 was conducted on Friday, April 4th 2014. In this meeting, the researcher recalled the students' background knowledge about descriptive text that they have learnt in meeting 1. Briefly, the researcher re-explained about the steps of the contextual redefinition strategy for the students. After that, the researcher gave the students a new descriptive text entitled "Gandi's School". While the students read the text, the researcher gave the contextual redefinition worksheet and asked the students to fill it. Besides, the students were also asked to do the task in comprehending the text. In here, the students did it in groups that were divided by the researcher. After the students finished their works in filling the contextual redefinition worksheet, the teacher and the students discussed about the concrete meaning of the unfamiliar words based on the text together. Then, the students asked to do the task in comprehending the text individually. After the students did the task, the students collected their task to the researcher. They also discussed the task that they were done together.

The last meeting was done on Saturday, April 5th 2014. In this meeting, the researcher took the vocabulary test of cycle 1. In

addition, the teacher arranged the seat to avoid students cheating each other. The vocabulary test was taken as the result of cycle 1.

#### **4.1.1.3 Observe**

The observation was done during the action of cycle 1. In this stage, the researcher was helped by the co-researcher who observed the teaching and learning process by using the observation checklists and field notes which consisted of teacher's and students' observation checklists and field notes. (*see appendix 4 and 5*)

In addition, the result of the teacher's observation checklist and field notes showed that the researcher did it well in almost aspects of observation checklists. But, there were some notes that were written by the co-researcher related to the researcher's aspect that need to be improved. Firstly, in opening learning and teaching process, the researcher need to speak loudly because some of students still chatted each other and made the others did not focus to the teacher. When the researcher asked the questions related to the topic, there were five students who were enthusiastic to answer it. Secondly, the researcher explained the material about a descriptive text and contextual redefinition strategy fast. It made the students felt difficulty to catch the teacher's explanation. Besides, the researcher also did not use a whiteboard optimally. She

did not write their explanation in whiteboard. It made the students felt difficulty to remind the teacher's explanation.

Moreover, the researcher did not give the concrete example in one of the step of contextual redefinition strategy. It made the students still confused in doing the reseacher's direction. The reseacher was also less on guiding the students in filling the contextual redefinition worksheet. The researcher just looked without guiding the students. Here, it made the students get difficult to fill the contextual redefinition worksheet. In filling the contextual redefinition worksheet, the researcher was also less on controlling and directing the students. It made some students got less of attention from the researcher. The reseacher also need to improve the time management because in grouping the students, the reseacher did not do efficiently.

On the other hand, based on the students' observation checklist and field notes (*see appendix 5*), just half of the students in the class were ready to prepare themselves to study. There were some students who seem not ready to learn. They were chatting with their friends and made noise in the classroom. Then, almost all of the students interested toward the material given. When the researcher gave an explanation about descriptive text, most of the students focused to listen and pay attention to the researcher's explanation. Only a few students did not listen to the teacher's explanation and did not take a note during the explanation. There

were five students who enthusiasm to answer the reseacher's questions about the text and the other were just silent. But, most of them were interested to read and fill the contextual redefinition worksheet in their group. Then, there were five students who participated in discussing and the other students were just silent. It made them did not understand well about the text in comprehending the text. Overall, the students' understanding about contextual redefinition strategy was good enough. They just need more guiding in using contextual redefinition strategy in teaching and learning process. Sometimes, they felt afraid to ask their difficulties to their teacher.

In addition, the cycle 1 was finished through the result of vocabulary test which held on meeting 3. The result of vocabulary test in cycle 1 can be seen in the appendix 2. The frequency of the students who passed or did not pass the standard score can be seen on the table below.

Table 4.2 The percentage of the students who passed the standard score in cycle 1

Category	Standard Score	Frequency	Percentage
Passed	$\geq 70$	11	42, 31%
Did not pass	$< 70$	15	57,69%

Based on the table above, the frequency of students who passed the standard score were only 11 students or 42,30 % and 15 students or 57,69% did not pass the standard score. However, there was little improvement of the students' score of the preliminary study comparing to the result of cycle 1. At the preliminary study, there were only 8 or 30,77% students of the total students who passed the standard score.

The chart below illustrated the percentage of the students who passed the standard score in preliminary study and cycle 1.

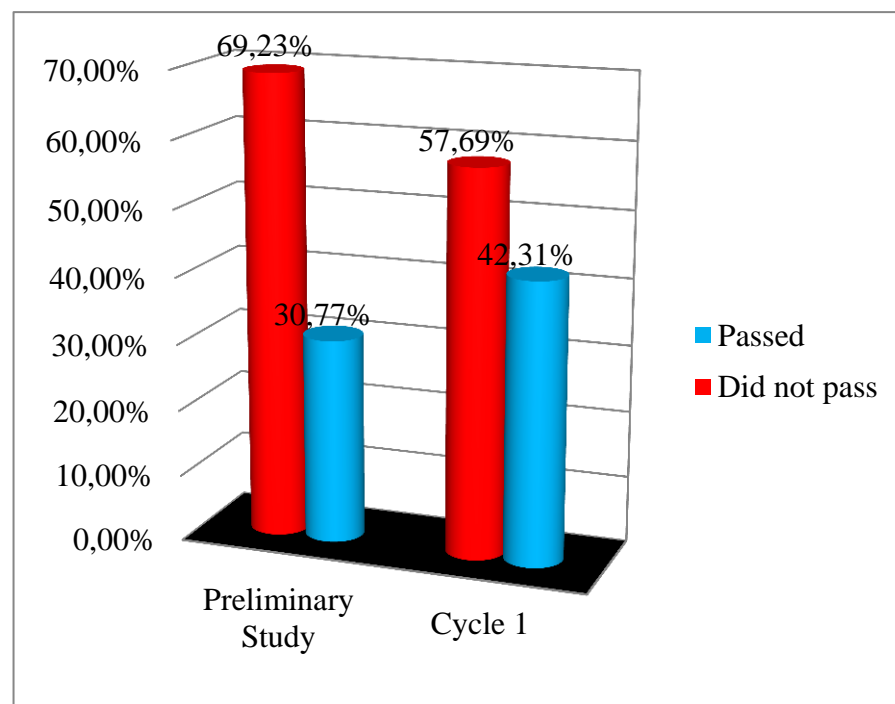


Chart 4.1: The percentage of the students who passed the standard score in preliminary study and cycle 1.

Even though, there was little improvement of students' percentage from preliminary data to the result of cycle 1. In



preliminary study, there were 30,77% of the students who passed the standard score, and it improved in cycle 1 to 42,31% of students passed the standard score. In short, the indicator of success of this research has not been achieved yet.

#### **4.1.1.4 Reflect**

Here, the observation result showed that there were several things that need to be improved in the teaching and learning process. Based on the analysis of the teacher's observation checklist and field notes, and the discussion with the co-researcher, it can be interpreted that the researcher prepared well whatever that were needed in teaching and learning process. But, in teaching and learning process, there were several aspects need to be improved. There were some notes that wrote by co-researcher. Firstly, the researcher's voice was too low and did not see the readiness of the students. Secondly, the teacher's explanation was too fast. Thirdly, the teacher's classroom management also needed to be improved.

Based on the students' observation checklist and field notes, There were half of the students in class were not enthusiastic and interested in teaching and learning process. They did not participate to discuss and were not enthusiastic to fill contextual redefinition strategy. They were also not interested to answer the researcher's questions. In addition, The researcher needed to pay more attention to these students and encourage them to be more

active in asking questions and answering questions. Besides, there were also some students who did not take a notes and paid attention to the teacher explanation. This situation, the researcher should find the more interesting text which appropriate to the students' interest and make them were enthutiastic to learn.

In further, referring to the students' vocabulary test, most of the students did not answer the questions correctly. They still found difficulties to guess the meaning of words based on the context and choose the similliar meaning of the words. It indicated that the students' vocabulary mastery still needed to be improved.

By seeing the result of the reflection of teacher's and students' checklist and field notes and the result vocabulary test, the researcher decided to continue the research to the next cycle with some improvement or revision.

#### **4.1.2 Description of Cycle 2**

In Cycle 2, there were also three meetings. This cycle had been conducted based on the result of the reflection from cycle 1. This cycle consisted of four steps; revised plan, action, observe, and reflect. In short, this cycle can be explained as follows:

##### **4.1.1.1 Revised Plan**

It was almost similiar to cycle 1, the researcher and co-reseacher discussed together to prepare the lesson plan, the text that more interesting, and contextual redefinition strategy. Besides,

the reseacher also prepared the task in each meeting, teacher's and students' observation checklist and field notes and vocabulary test. Cycle 2 had been planned on April, 18th 2014. The lesson plan of this cycle was designed based on the curriculum, the syllabus and the reflection from the previous cycle. In addition, the vocabulary test was designed to know the students' improvement in guessing the meaning of a word based on the context. Besides, the new observation checklists and field notes designed based on the learning strategy of this research. Here, it still used descriptive text to be learned. Moreover, the researcher paid attention to the effectiveness of the teaching and learning in the classroom.

#### **4.1.2.2 Action**

This stage was conducted by implementing the contextual redefinition strategy based on the revised plan. This stage was consisted of three meetings. The first meeting was done on Friday, April 18th 2014 at grade VIIA of SMPN 1 Giri Mulya. Firstly, the reseacher opened the class if the students were ready to learn. In a few minutes, the students were silent and prepare their books. Then, the researcher brainstorms the students' idea by showing a picture. Here, the students were interested to guess what the picture is about. They were interested to give their opinion. After that, the researcher re- explained about a descriptive text briefly to remind the students. In this cycle, the researcher also explained about how to get the main idea in a text. To get the main idea, the students

should know the whole of the text. So, the researcher explained contextual redefinition strategy and gave the concrete example in filling contextual redefinition worksheet. Besides, the researcher also wrote the important things on the whiteboard to make the students know the important thing that they learn.

The second meeting was done on Saturday, April 19th 2014. In this meeting, the researcher gave the students a new text which was different topic from the cycle 1. The title is “Brownie”. The first, the researcher asked students to read the text carefully to find out of unfamiliar words from the text. In group, they filled the contextual redefinition worksheet. In here, the researcher controlled the students who needed guiding or still do not understand well. Then, the researcher guided the students who were affraid to ask their problem individually. Besides, if the students were bored to work, the researcher asked the students to stop their work and they did the simple organizer to make it ready to work again. In addition, the researcher wanted to create the enjoyable class atmosphere. The researcher did not want to force the students to do the task, but the researcher wanted to make the students feel enjoy to learn with her. When the students finished in filling the contextual redefinition worksheet, the researcher asked them to discuss about the concrete meaning of their unfamiliar words. In discussing, the researcher asked each of group’s opinion. There were also some students who want to share their opinion. Then,

they did the task that was given by the reseacher. At the end of the class, the reseacher asked the students about the materials that they have learnt and the students' problem.

The last meeting was done on Friday, April 25th 2014. In this meeting, the researcher gave the vocabulary test which was used as the result of cycle 2.

#### **4.1.2.3 Observe**

In this stage, the researcher was helped by the co-reseacher in observing teaching and learning process. There were two observation checklists and field notes at this stage such as teacher's observation checklist and field notes and students' observation checklist and field notes.

Based on teacher's observation checklist and field notes (*see appendix 6*), the researcher had done well at all aspects. The researcher started the lesson by seeing the readiness of the students. If the students were not ready to learn, the teacher did not start the class. In a few minutes, the students was ready to learn. It was shown when the reseacher showed them a picture related to the topic, most of the students were interested guessing the picture about. All of the students heard the teacher's voice because there were no students who make noisy. Then, the reseacher explained briefly about the descriptive text. It just reminded the students because they have learnt it in cycle 1. The reseacher also explained

the students about how to get main ideas in a text. Here, the researcher's explanation was better than the previous cycle. The researcher explained it more slowly and her voice was loud too. It made all of the students could hear the researcher's voice clearly. Moreover, the researcher also made sure the students' understanding about the material by asking questions and gave a chance for the students for clarification.

After the students understood, the researcher gave the students a descriptive text and asked them to read it to fill the contextual redefinition worksheet in group. In filling contextual redefinition worksheet, the researcher controlled and guided the students who were still confused in filling it. The researcher walked around and guided the students individually. In here, the researcher gave more confirmation and made the students enjoy to learn. After finishing the contextual redefinition worksheet, the researcher asked students to discuss the right meaning of words based on the text. The researcher asked the group opinion first. It made the students interested to discuss. If they are afraid, they are allowed to share their opinion in group and one of the group's members can share it in class. Here, the researcher also had a good classroom management. Based on the reflection of the previous cycle, the researcher guided the students better. The researcher also gave more attention to the students. The researcher monitored and controlled the activity in the classroom well. Besides, the researcher

also can manage the class and time allocation better. In conclusion, based on the teacher's observation checklist and field notes the researcher had better improvement in all aspects of the observation checklist.

Based on the students' observation checklist and field notes (*see appendix 7*), the students had positive attitude and showed their improvement. The students' interest, participation and attention during the teaching and learning process were better than the result of the first cycle. At first, the researcher started the lesson by showing the picture to brainstorm ideas related to the material, most of the students were enthusiastic to give their opinion about the picture. Almost all of the students seem ready to learn and did not chat each other. When the researcher gave an explanation about descriptive text, most of the students pay attention to the researcher's explanation and took a notes. Just half of students who were enthusiastic to answer the reseacher's questions about the text. But, most of them were interested to read and fill the contextual redefinition worksheet in their group. Overall, the students' understanding about contextual redefinition strategy was better. Besides, most of the students participated to discuss with their group or in class. So, it made them understand well about the text. The students were also interested to summarize the materials that they have learnt. In addition, just half of the students were

enthusiastic to answer the teacher's questions and ask their difficulties.

In addition, the result of students' vocabulary test was analyzed. The vocabulary test was held at the end of cycle 2. The result of the vocabulary test in the cycle 2 can be seen in the appendix 3. The frequency of the students who passed the standard score can be seen in the table below.

Table 4.3 The percentage of the students who passed the standard score in cycle 2

Category	Standard Score	Frequency	Percentage
Passed	$\geq 70$	17	65,38%
Did not pass	$< 70$	9	34,62%

After collecting and analyzing the students' vocabulary test, the researcher and the co-researcher concluded that there was a significant improvement of the students' score in cycle 1 comparing to cycle 2. The chart below illustrated the percentage of the students who passed the standard score from cycle 1 to cycle 2.



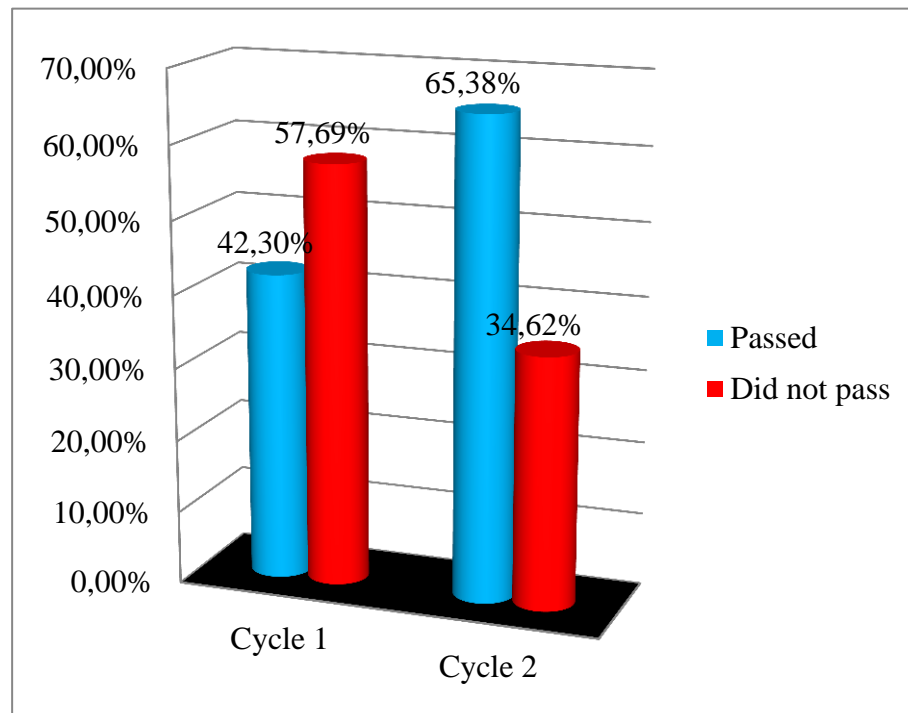


Chart 4.2: The percentage of the students who passed the standard score cycle 1 and cycle 2

Based on the chart above, There was a significant improvement of the students' vocabulary test from cycle 1 to cycle 2. In short, the improvent of the students' vocabulary test improved after each cycle. In cycle 2, the percentage of the students who passed the standard score was 65,38%. So, the indicators of success of this research had been achieved.

#### 4.1.2.4 Reflect

In this stage, the result of the students' vocabulary test in cycle 2 showed the improvement from the previous cycle. It was shown from the students' score who 17 students or 65,38% passed the standard score.

In addition, based on the analysis of observation checklists and field notes and the discussion with the co-researcher, there were some improvements both of the researcher's and the students' performance in the classroom. The researcher had successfully improved the students' vocabulary mastery. Besides, the researcher also did the teaching and learning process more efficient. It was showed by the students' interest, enthusiasm, participation and attention was positive toward the used of contextual redefinition strategy. Although, there were some students who did not give their positive improvement, it was still better than in cycle 1.

Moreover, the researcher also found that contextual redefinition strategy can help the students in guessing the meaning of words in a text. They can guess the meaning of words without opening the dictionary as they did before. In further, by following the steps of contextual redefinition strategy the students can actively involved in teaching and learning process.

After analyzing the qualitative and quantitative data, the researcher found the improvement of the students' vocabulary mastery after using contextual redefinition strategy in the teaching and learning process at grade VII<sub>A</sub> of SMPN 1 Giri Mulya. As a result, two indicators of success of this reseach such as the use of contextual redefinition strategy improve students' vocabulary mastery and the factors that make the improvement of students'

vocabulary score had been achieved by the reseacher. So, the researcher decided to stop the action of this research.

## **4.2 Findings**

Based on the data descriptions above, the researcher found that the result of the data can answer the questions of this research as follows;

### **1. To what extent can contextual redefinition strategy improve students' vocabulary mastery at grade VII<sub>A</sub> of SMPN 1 Giri Mulya?**

By conducting the cycles and analyzing the observation checklists and fieldnotes, interview and vocabulary tests, the researcher got the students' improvement of the students' vocabulary mastery. The result of this research showed that contextual redefinition strategy can improve vocabulary mastery especially in guessing the meaning of words based on the context in descriptive text. The percentage of the students' scores who passed the standard score was 42,23 % in cycle 1, and 65,38 % in cycle 2. As a result, the students' improvement from the preliminary study to cycle 1 is 11,53%, and from cycle 1 to cycle 2 is 23,08 %. The students' vocabulary mastery improved after each action cycle.

The chart below showed the percentage of students who passed the standard score from the preliminary study, cycle 1 and cycle 2.

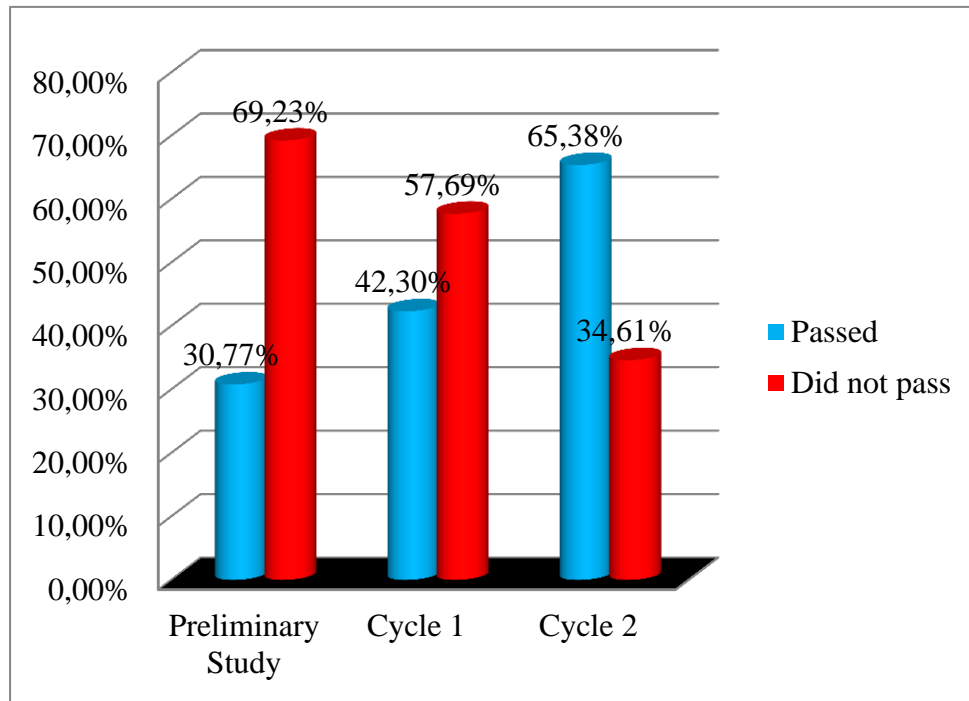


Chart 4.3: Students' Improvement in the preliminary Study, Cycle 1 and Cycle 2.

From the chart above, it can be seen that there was an improvement of the students' score who passed the standard score in preliminary data, cycle 1, and cycle 2. In preliminary data, there were 30,77% students who passed the standard score and it was increased in cycle 1 to 42,30% students. Surprisingly, in cycle 2, it improved who 65,38% students can pass the standard score. Based on these explanations and the result from observation checklists and field notes, the researcher concluded that the indicator of success in this research had been achieved. So, the research can be ended in this cycle.

## **2. What factors improve students' vocabulary mastery at grade VII<sub>A</sub> of SMP Negeri 1 Girimulya?**

In this research, there were two factors improve the students' vocabulary mastery. The first factor was from the teacher. The teacher's factors were and teacher's explanation and teacher's classroom management. In managing the class, the teacher could handle the students' well than in cycle 1. The teacher could attract the students to focus on learning. To attract the students, the teacher used the pictures in brainstorming. Besides, the teacher aslo used the interesting topic to the students. The pictures and the interesting topics can attract and engage the students to focus in learning process. In cycle 2, the teacher saw to the readiness of the students and made the enjoyable classroom atmosphere. The reseacher did not force the students fully doing the task, but sometimes, there was also a time for humorous or doing simple organizer to make the students feel refreshing to learn. Here, it made the students participated in class. In addition, the teacher monitored and guided the students in filling contextual redefinition strategy better than previous cycle which influenced the improvement of students' vocabulary mastery. Then, it was about teacher's explanation. Many aspects that were influenced the students' understanding. One of them is the teacher's explanation. In cycle 2, the teacher's explanation was better than cycle 1. In explaining, the teacher delivered the materials about descriptive text and the steps of contextual redefinition well. She explained clearly, brifly and slowly. Moreover,

the researcher gave the concrete example in direction and explanation. It made some of the students were enthusiastic toward the researcher's explanation and they paid their attention to the teacher's explanation as stated by the students below:

*“ Saya punya kesulitan untuk menebak arti dari kata-kata yang sulit dalam teks karena saya tidak tau caranya. Setelah Miss mengajarkan dengan sabar bagaimana cara menebak kata-kata sulit tersebut sekarang saya bisa menggunakan strategi ini tanpa harus menggunakan kamus lagi”. (I have difficulties on how to guess the unfamiliar words from the text because I do not know how to guess it. Then, the teacher helps me to use the steps patiently. Now, I can use this strategy in identifying the meaning of words without opening a dictionary).* –Student 1

In addition, the other student said :

*“ Saya punya kesulitan dalam memberikan arti yang cocok berdasarkan teks yang ada. Saya berpikir bagaimana saya bisa memberikan arti yang sesuai sedangkan saya tidak tau sama sekali arti kata-kata tersebut. Setelah miss memberitahu bagaimana cara menebaknya. Miss menjelaskannya dengan jelas sehingga saya bisa melakukannya”. (I have difficulties in giving appropriate meaning based on context. I think how I can give the right meaning, I really do not the meaning of that words. Then, the teacher told me how to guess it. She explains it clearly. So, I can do it).* –Student 2

The other said :

*“Saya mempunyai masalah dalam menggunakan contextual redefinition strategi karena saya tidak tahu contexts yang bias mempermudah saya dalam menebaknya. Kemudian Miss menjelaskan secara terus menerus hingga saya bisa dan akhirnya saya mendapatkan poin yang harus saya ketahui”. (My difficulties in using contextual redefinition strategy, I cannot get the context clues to guess the unfamiliar words. After my teacher explains continuously, now, I am getting the point).* –Student 3

In conclusion, the improvement of student's vocabulary mastery of descriptive text was influenced by the teacher's factors. The teacher's explanation was the most influenced factor here. But, it was also supported by the teacher's classroom management.

The second factor was from the students. It consisted of the students' interest, enthusiasm, participation, and attention in teaching and learning process. Based on the result of student observation checklists and field notes, it was found that students were enthusiasm in teaching and learning process by using contextual redefinition strategy. The students also paid attention to the teacher's explanation and took the notes. Besides, the students were also interested to learn by creating the enjoyable classroom atmosphere and brainstorming. Here, the teacher did not force the students fully to do the task. But, there were the time to refresh their minds with the humorous or simple organizer if the students were bored to learn. Most of the students participate to follow the contextual redefinition strategy in guessing the meaning of words based on the surrounding context. In group work, the students share their opinions toward the text or the contextual redefinition strategy. As the result of interview, most of the students said that contextual redefinition strategy helped them to guess the meaning of words in a text and they did not need to open the dictionary to identify the meaning of words as stated by the students below:

*“Saya sangat suka belajar dengan menggunakan contextual redefinition strategi karena strategi ini membantu saya dalam menebak arti kata-kata yang sulit dalam teks sesuai dengan konteksnya tanpa membutuhkan kamus”. (I really like studying by using contextual redefinition strategy because it helps me to guess the meaning of words based on the context, and I do not need a dictionary).*  
-Student 1

In addition another student said:

*“Saya senang belajar dengan menggunakan contextual redefinition strategi karena strategi ini adalah jalan yang termudah untuk memberikan definisi dari kata-kata yang sulit dan saya tidak perlu menghafalkan kata-kata tersebut sebelum test”. (I like studying by using contextual redefinition strategy. It gives me the easiest way to give the meaning of words without a dictionary. By applying contextual redefinition strategy, I do not memorize the words before I do the test).*  
– Student 2

The other said that:

*“Saya senang belajar bahasa inggris menggunakan contextual redefinition strategi karena saya berpikir saya tidak bisa menemukan arti kata-kata sulit yang saya temukan tanpa menggunakan kamus. Tetapi setelah saya belajar tentang contextual redefinition strategi saya bisa menebak kata-kata tersebut dengan melihat kata-kata disebelahnya”. (I like studying by using the contextual redefinition strategy because I think I can not define the word without a dictionary. After I study by using contextual redefinition strategy, I know that I can guess it by looking the surrounding words”).*  
-Student 3

Based on the explanations above, the improvement of student's vocabulary mastery was not caused by the teacher itself, but there were also some factors from the students such as students' interest, enthusiasm, participation and attention in teaching and learning process. These factors can be one of the important aspects that should be considered. Besides, each of the factors here can not be separated because they were interrelated. In brief, the teacher's factors play their



roles in students' vocabulary mastery improvement, whereas the students' factors became the factors that influenced the improvement of the students' vocabulary mastery.

#### **4.3 Discussion**

The result of this research showed that contextual redefinition strategy improved the students' vocabulary mastery, especially in descriptive text. This findings were similiar to the previous research who conducted by Nurbaya (2010). The result of the study showed that the implementation of the teaching strategy contextual redefinition can improve vocabulary mastery and learning activities of Indonesian language. The students' Indonesian vocabulary mastery improved in each cycles. In addition, both of the reseacher found that contextual redefinition strategy improved students' vocabulary mastery, either English or Indonesian.

In addition, this finding also similiar to Inani (2010) who found that contextual redefinition strategy was the most effective strategy followed by semantic feature analysis strategy and frayer model strategy. The use of contextual redefinition strategy affected students' vocabulary mastery significantly. Contextual redefinition strategy offers the variations in teaching English, especially in teaching vocabulary. Those findings are also similiar to Wiese (2010) who found that the contextual redefinition strategy improved the students vocabulary mastery, but it did not suit to transfer the new words into students' long term memory when compared to verbal and visual word association. In fact, by following the steps of contextual redefinition strategy, the students can identify the meaning of words by using modeling thinking process.

In here, it introduced the students that English word has more one meaning and the meaning of the word is adjusted based on the context. The students predicted the meaning of words based the students' generated definition after read the text with their prior knowledge. So, the students would be more critical and analytical to analyze the definition of the words based on the surrounding context and their knowledge. Besides, they also did not depend on using a dictionary to give the definition of word (Petzar: 2000). It was also supported by Allen (2000) who mentions that 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.

In this case, the successful improvement of the students' vocabulary mastery by using the contextual redefinition strategy was influenced by two factors. The first factor was from the teacher. There were the teacher's classroom management and the teacher's explanation. In cycle 2, the teacher's classroom management was good. It was the significant effect of the students' vocabulary mastery improvement. In managing the class, the teacher managed it efficiently. It means that the teacher can handle and control the students well. The teacher can attract the students to focus in whole of learning. The teacher attracted the students to focus in learning by using the pictures, the interesting topics, and questioning (Hudgson:2010). Besides, the teacher also was good in management the class. Malik et.al (2011) states that teacher is a class manager. The teacher ensured that teaching progress is running efficiently from the class started to the class finished

and control the students well. Besides, the teacher also created the enjoyable class atmosphere and did not force the students fully doing the task. It is also supported by Ramsey (1999) who mentions that the role of an effective manager is to create a climate that welcomes, supports, and rewards innovative thinking and problem solving.

In line with those findings, in teaching and learning process, the readiness of the students also need to be considered in the classroom management. It influenced the students concentration to pay attention to the teacher. In addition, the teacher should get the students' attention before starting the class. It was supported by Foley (2002) who states that the teacher should not start the teaching process until all eyes are on her and everyone is in their seat. It did not take a shout to get them to focus on her. It can be just as effective to walk to the front of the room and engage them with something interesting to them. So, the teacher should pay attention to the readiness of the students before starting the teaching and learning process.

In addition, the teacher's explanations were also good. The teacher explained the materials about descriptive text and the steps of contextual redefinition well. The teacher explained clearly, briefly and slowly. The teacher also gave the concrete example in her direction and explanation. Sorcinelli (2005) mentions that the teacher should select the suitable examples for the students tend to remember the examples that connect to their prior knowledge. Presenting and explaining material clearly and concisely can encourage students to be active in teaching and learning process.

The second factor was from the students. The result of this research showed that contextual redefinition strategy increased the students' interest, enthusiasm, participation, and attention in teaching and learning process. It confirmed the theory of Valery (2009) who mentions that contextual analysis allows the students to be active, rather than passive, in the discovery of new words. It means that contextual redefinition strategy engage the students to be more active rather than passive. In other words, it also engaged the students' participation and attention in teaching and learning process.

In teaching and learning process, the students' interest, enthusiasm, participation and attention plays a very important role. The students who were interested in learning will give their attention in whole class activities. Hodgson (2010) states that attention allows students to tune out unrelated information, background noise, visual distractions, and even their own thoughts. The students are able to concentrate and focus on the important information being given by teachers. In addition, begin the teaching and learning process with examples or the pictures can attract students' attention and made them ready for remind the information. In order to attract the students attention, the teacher can use both verbal and written instructions during lessons to make the students more focus on the teacher's explanation. Besides, the teacher can use the questions in pre-teaching and post-teaching to attract the students participation.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the result of the research described on the previous chapter, the researcher concluded that:

1. Contextual Redefinition strategy improved the students' vocabulary mastery in descriptive text. The percentage of the students' improvement was 42,23% in cycle 1, and 65,38% in cycle 2. As a result, the the students' improvement from the preliminary study to cycle 2 is 34,60%. The students' vocabulary mastery improved after each action cycle.
2. The factors that improve the students' vocabulary mastery were factors from the students (students' interest, enthusiasm, participation, and attention) and factors from the teacher ( teacher' classroom management and teacher's explanation) which proven by the observation checklists and field notes and interview.

In brief, it can be concluded that the contextual redefinition strategy is a useful strategy to improve students' vocabulary mastery in descriptive text and can improve students' interest, enthusiasm, participation, and attention in teaching and learning especially at grade VII<sub>A</sub> of SMPN 1 Giri Mulya 2013/2014 academic year.

## **5.2 Suggestion**

Based on conclusion above, the researcher gave some suggestions that might be useful for the teacher and further researchers in the following points;

1. English teachers can apply Contextual Redefinition strategy as one of alternative strategies to improve the students' vocabulary mastery and improve the students' academic achievement. It can help the teachers in applying various activities in the classroom.
2. Contextual Redefinition strategy is recommended for the teacher to use in order to help students in understanding the meaning of the unfamiliar word in a text based on the surrounding context.

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# APPENDICES

# Appendix 1

## The Students' Score Category of Vocabulary Test in Preliminary Data Result

NO.	Name	Score	Category
1.	A	60	Did not pass
2.	A H S	60	Did not pass
3.	A J P	45	Did not pass
4.	A A	55	Did not pass
5.	F D H	40	Did not pass
6.	H N H	65	Did not pass
7.	I R	30	Did not pass
8.	M A A	70	Passed
9.	N N N P	70	Passed
10.	N R F	60	Did not pass
11.	N S F	75	Passed
12.	O A M	50	Did not pass
13.	P M S	75	Passed
14.	P R U D	70	Passed
15.	R R I	65	Did not pass
16.	R A S	50	Did not pass
17.	R	80	Passed
18.	R R	45	Did not pass
19.	R E W	40	Did not pass
20.	S H	75	Passed
21.	S I R	60	Did not pass
22.	T P L	55	Did not pass
23.	W E	50	Did not pass
24.	W P	65	Did not pass
25.	Y P R	75	Passed
26.	Y N	60	Did not pass
Total Passed Students			8
$p = \frac{f}{N} \times 100\%$		$p = \frac{8}{26} \times 100\%$	$p = 30,77\%$
N		26	

## Appendix 2

**The Students' Score Category of Vocabulary Test in Cycle 1 Result**

NO.	Name	Score	Category
1.	A	60	Did not pass
2.	A H S	75	Passed
3.	A J P	50	Did not pass
4.	A A	55	Did not pass
5.	F D H	55	Did not pass
6.	H N H	65	Did not pass
7.	I R	50	Did not pass
8.	M A A	75	Passed
9.	N N N P	80	Passed
10.	N R F	65	Did not pass
11.	N S F	75	Passed
12.	O A M	55	Did not pass
13.	P M S	75	Passed
14.	P R U D	80	Passed
15.	R R I	65	Did not pass
16.	R A S	60	Did not pass
17.	R	80	Passed
18.	R R	55	Did not pass
19.	R E W	50	Did not pass
20.	S H	75	Passed
21.	S I R	80	Passed
22.	T P L	70	Passed
23.	W E	65	Did not pass
24.	W P	65	Did not pass
25.	Y P R	75	Passed
26.	Y N	65	Did not pass
<b>Total Passed Students</b>			<b>11</b>
$p = \frac{f}{N} \times 100\%$		$p = \frac{11}{26} \times 100\%$	$p = 42,30\%$
N		26	

### Appendix 3

The Students' Score Category of Vocabulary Test in Cycle 2 Result

NO.	Name	Score	Category
1.	A	65	Did not pass
2.	A H S	80	Passed
3.	A J P	65	Did not pass
4.	A A	70	Passed
5.	F D H	60	Did not pass
6.	H N H	75	Passed
7.	I R	75	Passed
8.	M A A	85	Passed
9.	N N N P	80	Passed
10.	N R F	70	Passed
11.	N S F	90	Passed
12.	O A M	55	Did not pass
13.	P M S	85	Passed
14.	P R U D	85	Passed
15.	R R I	65	Did not pass
16.	R A S	60	Did not pass
17.	R	80	Passed
18.	R R	70	Passed
19.	R E W	50	Did not pass
20.	S H	75	Passed
21.	S I R	85	Passed
22.	T P L	75	Passed
23.	W E	65	Did not pass
24.	W P	75	Passed
25.	Y P R	85	Passed
26.	Y N	75	Passed
Total Passed Students			18
$p = \frac{f}{N} \times 100\%$		$p = \frac{18}{26} \times 100\%$	$p = 69,38\%$
N		26	

## Appendix 4

### Teacher's Observation Checklists and Field notes

School : SMP Negeri 1 Girimulya

Class : VII

Subject : English

Meeting/ Cycle : 1-2/ 1

Time Allocation : 2x 40 minutes

No	Teacher Activities	Yes	No	Notes
1.	Teacher gives brainstorm by asking questions.	√		Teacher asked the questions related to the materials well.
2.	The teacher gives an overview about what students will learn.	√		The teacher gave an explanation about what students will be learned
3.	The teacher explains about descriptive text. <ul style="list-style-type: none"><li>• What a descriptive text is</li><li>• Generic structures of a descriptive text</li><li>• Language features that are used in a descriptive text.</li></ul>	√		The teacher gave explanation about descriptive text by using whiteboard clearly but the teacher's explanation was too fast.
4.	The teacher gives	√		The teacher deliberated the

	descriptive text and asks students to read it.			descriptive text to the students.
5.	<p>The teacher introduces and explains Contextual Redefinition strategy to the students</p> <ul style="list-style-type: none"> <li>• Gives the definition of Contextual Redefinition strategy</li> <li>• Describes the use or the function of Contextual Redefinition Strategy to improve their vocabulary mastery.</li> <li>• Explains the steps of contextual redefinition strategy.</li> </ul>	√		Teacher explained contextual redefinition strategy fast.
6.	The teacher gives and explains an example of using Contextual Redefinition sheet.	√		The teacher explained an example of using Contextual Redefinition worksheet clearly. But, the reseacher explained it fast and did not write it in whiteboard.
7.	The teacher gives a desriptive text asks and guides the students to find out the unfamiliar words from the text that she given. (Step 1)			The teacher helped the students to find out the unfamiliar words from the text.

8.	The teacher asks the students to join in group that have divided by the teacher and asks them to present the words in isolation or fill contextual redefinition strategy worksheet. (Step 2)	√		The teacher divided the students in group well. But, she should be more clear because it can spent the time.
9.	The teacher asks the students to discuss and predict the definition of the unfamiliar word. ( Step 3)	√		The teacher helped the students to predict the definition of the unfamiliar words in isolation.
10.	The teacher asks the students to present the word in context or read the text. (Step 4)	√		The teacher gave the instruction to present the word in the context or read the text again.
11.	The teacher explains how to predict the meaning of words based on surrounding context.	√		The teacher explained contextual redefinition strategy clearly.
12.	The teacher asks the students to define the word with possible meaning based on context. (Step 5)	√		The teacher gave the good direction. But, she should give the concrete example again because the students do not understand yet.
13.	The teacher asks the students to verify their prediction in dictionary	√		The teacher guided the students' discussion about the concrete definition of the



	and discuss it together			unfamiliar words.
14.	The teacher guides the students to fill the contextual redefinition strategy worksheet.			The teacher did not monitor the students well. Some students lost from teacher's controlling and guiding.
15.	The teacher asks and guide the students to do the task in comprehending the text.	√		The teacher guided the students in comprehending the text.
16.	The teacher asks the students problem while reflect the activities.	√		The teacher asked the students to conclude about what they have learned.

**Girimulya, March 19th 2014**

**Co- reseacher**

**Supono, S. Pd**

**NIP. 19740716 200801 1004**

## Appendix 5

### Students' Observation Checklist and Field notes

School : SMP N 1 Girimulya

Class : VII

Subject : English

Meeting/ Cycle : 1-2/ 1

Time Allocation : 2x 40 minutes

No	Students' Activities	Yes	No	Notes
1.	The students brainstorm by answering questions.	√		Just a half the students in class answered the questions given by the teacher. The other do not ready to learn yet.
2.	The students give attention to the teacher's explanation about what they will learn today	√		Almost all of the students paid attention to the teacher's explanation.
3.	The students give attention to the teacher's explanation about descriptive text and take a note during the lesson.	√		Most of the students paid attention to the teacher's explanation but some of them did not take a note during the lesson.
4.	The students are enthusiasm in answering the teacher's question.	√		There were some students who were enthusiasm to answer teacher's questions but some of them still did not want to raise their hand up.
5.	The students read the	√		Most of the students read the

	text that given by the teacher carefully.			text carefully. But, there were some students who did not ready yet to read.
6.	The students are enthusiasm in filling the contextual redefinition strategy worksheet.	√		Several students were enthusiasm in filling the contextual redefinition strategy.
7.	The students are interested to read the text and find out the unfamiliar words from the text that the teacher has given. (Step 1)	√		Most of the students were interested to read the text and find out the unfamiliar words.
8.	The students are interested to present the words in isolation (Step 2)	√		Most of the students were interested to present the word in isolation.
9.	The students participate to discuss and predict the definition of the unfamiliar word in group. ( Step 3)	√		Most of the students who participated in discussing with their group about the definition of the unfamiliar word.
10.	The students give attention to the teacher's instructions.	√		Most of the students paid attention to the teacher's instruction. But, there were some students need once time to replay the instructions.
11.	The students ask the questions if they do not understand about teacher's explanation.	√		There were some of the students asking questions and others did not asking questions.
12.	The students present the word in context or read the text enthusiastically. (Step 4)	√		Most of the students were enthusiasm in reading the text again.
13.	The students are active to define the word with possible meaning based	√		There were some students who still find difficulties to give the possible meaning of

	on context. (Step 5)			word based on the context. So, they were silent in their group.
14.	The students verify their prediction in dictionary and discuss it together..	√		Most of the students were motivated to discuss about the concrete definition of words.
15.	The students are enthusiasm to do the task that given by the teacher.	√		There were some students who still do not understand about the text. So, they find difficulties in doing the task and were not enthusiasm to do the task.
16.	The students ask the material that they do not understand yet and reflect the activities.	√		Not all of the students made summarize about what they had learned.

**Girimulya, March 29<sup>th</sup> 2014**

**Co- reseacher**

**Supono, S. Pd**

**NIP. 19740716 200801 1004**

## Appendix 6

### Teacher's Observation Checklist and Field notes

School : SMP N 1 Girimulya

Class : VII

Subject : English

Meeting/ Cycle : 1-2/ 2

Time Allocation : 2x 40 minutes

No	Teacher Activities	Yes	No	Notes
1.	Teacher gives brainstorm by showing the pictures.	√		Teacher asked a questions about the picture that related to pictures well.
2.	The teacher gives an overview about what students will learn.	√		The teacher gave explanation about what they will learn.
3.	The teacher explains more about about descriptive text. <ul style="list-style-type: none"><li>• What a descriptive text is</li><li>• Generic structures of a descriptive text</li><li>• Language features that are used in a descriptive text.</li><li>• How to infer the main idea</li></ul>	√		The teacher gave explanation about descriptive text by using whiteboard clearly and slowly.
4.	The teacher gives descriptive text and asks students to read it.	√		
6.	The teacher gives and explains an example of	√		The teacher explained an example of using Contextual

	using Contextual Redefinition sheet.			Redefinition worksheet clearly. She also wrote the important point in the whiteboard.
7.	The teacher gives a descriptive text asks and guides the students to find out the unfamiliar words from the text that she given. (Step 1)			The teacher helped the students to find out the unfamiliar words from the text.
8.	The teacher asks the students to join in group that have divided by the teacher and asks them to present the words in isolation or fill contextual redefinition strategy worksheet. (Step 2)	√		The teacher divided the students in group well.
9.	The teacher asks the students to discuss and predict the definition of the unfamiliar word. ( Step 3)	√		The teacher helped the students to predict the definition of the unfamiliar words in isolation.
10.	The teacher asks the students to present the word in context or read the text. (Step 4)	√		The teacher gave the instruction to present the word in the context clearly.
11.	The teacher explains how to predict the meaning of words based on surrounding context.	√		The teacher explained contextual redefinition strategy clearly.
12.	The teacher asks the students to define the word with possible meaning based on context. (Step 5)	√		The teacher gave the good direction.
13.	The teacher asks the students to verify their prediction in dictionary and discuss it together	√		The teacher guided the students' discussion about the concrete definition of the unfamiliar words.
14.	The teacher guides the			The guided and controlled the

	students to fill the contextual redefinition strategy worksheet.			students well.
15.	The teacher asks and guide the students to do the task in comprehending the text.	√		The teacher guided the students in comprehending the text.
16.	The teacher asks the students problem while reflect the activities.	√		The teacher asked the students to conclude about what they have learned.

**Girimulya, April 19th 2014**

**Co- researcher**

**Supono, S. Pd**

**NIP. 19740716 200801 1004**

## Appendix 7

### Students' Observation Checklists and Field notes

School : SMP N 1 Girimulya

Class : VII

Subject : English

Meeting/ Cycle : 1-2/ 2

Time Allocation : 2x 40 minutes

No	Students' Activities	Yes	No	Notes
1.	The students brainstorm by answering questions.	√		Almost all of the students answer the questions given by the teacher but there were about seven students who not ready to learn yet.
2.	The students give attention to the teacher's explanation about what they will learn today	√		Almost all of the students paid attention to the teacher's explanation.
3.	The students give attention to the teacher's explanation about descriptive text and take a note during the lesson.	√		Most of the students paid attention to the teacher's explanation.
4.	The students are enthusiastic in answering the teacher's question.	√		Half of the students who were enthusiasm to answer teacher's questions.
5.	The students are enthusiastic in filling the contextual	√		Most of students are enthusiastic in filling the contextual redefinition strategy.



	redefinition strategy worksheet.			
6.	The students are interested to read the text and find out the unfamiliar words from the text that the teacher has given. (Step 1)	√		Most of the students were interested to read the text and find out the unfamiliar words.
7.	The students are interested to present the words in isolation (Step 2)	√		Most of the students were interested to present the word in isolation.
8.	The students participate to discuss and predict the definition of the unfamiliar word in group. ( Step 3)	√		Most of students are participated in discussing with their group about the definition of the unfamiliar word.
9.	The students give attention to the teacher's instructions.	√		Most of the students paid attention to the teacher's instruction.
10.	The students ask the questions if they do not understand about teacher's explanation.	√		Half of the students asked the questions and others did not ask the questions.
11.	The students present the word in context or read the text enthusiastically. (Step 4)	√		Most of the students were enthusiasm in reading the text again.
12.	The students are active to define the word with possible meaning based on context. (Step 5)	√		Most of the students were active to define the words but There were some students who still find difficulties to give the possible meaning of word based on the context.
13.	The students verify their prediction in dictionary and discuss	√		Most of the students participated to discuss about the concrete definition of words.

	it together.			
14.	The students are enthusiasm to do the task that given by the teacher.	√		Most of students were enthusiasm to do the task.
15.	The students ask the material that they do not understand yet and reflect the activities.	√		Most of the students summarize the materials they had learned.

**Girimulya, April 19th 2014**

**Co- reseacher**

**Supono, S. Pd**

**NIP. 19740716 200801 1004**

**Appendix 8**

**Syllabus of Grade VII of  
SMP Negeri 1 Giri Mulya**

## Appendix 9

### Lesson Plan of Cycle 1

<b>School</b>	: SMPN 1 Girimulya
<b>Subject</b>	: English
<b>Subtopic</b>	: Descriptive text
<b>Skill</b>	: Reading
<b>Semester/Class</b>	: II/ VII
<b>TimeAllocation</b>	: 2x 40 minutes

#### Standard Competence:

6. Understanding the meaning in functional and written text of simple monologue/ essay in descriptive text in daily live and to acces popular knowledge.

#### Basic Competence:

1. Responding the meaning of descriptive text accurately and fluently that used in daily life.
2. Responding the meaning of rhetorical step in written text using the English accurately and fluently in the text.

#### Indicator:

The students are able to :

- ❖ Identifying the meaning of words in descriptive text.
- ❖ Identifying the purpose of the text.
- ❖ Identifying the information of the text.

#### Method: Three – phase technique

- Pre teaching
- Whilst teaching
- Post teaching
- Contextual Redefinition strategy

#### Materials: - Descriptive text

Descriptive text is *a piece of writing that lists the characteristics of person, place or thing.*

Examples of descriptive texts :

- Biographies
- Autobiographies

- Magazines specification ( state what kind and characteristics of materials used).

*Generic structure:*

- *Identification* : identifies phenomenon to be described
- *Description* : describes parts, qualities, and characteristic.

Example of descriptive text :

### My School

My school is SMP Negeri 1 giri Mulya. It is Located in Wijaya Kusuma Street of Girimulya Village.

My school is big. It has 18 clean classrooms, ten clean rest rooms, three laboratories, a big library, a teacher room and a headmaster room. It has a beautiful school park in the centre of the school.

The computer room is next to the library and the sports hall is behind the computer room. There is a large parking area besides the sports hall. There are notice boards in every classroom. There is also a beautiful mosque in front of the teacher's room.

### Teaching Aids

1. Textbook
2. Descriptive Text (Handout)
3. Contextual Redefinition Worksheet

## Teaching and learning activities

### Meeting 1

PRE – TEACHING			
No	Teacher	Student	Time
1	<ul style="list-style-type: none"> <li>✓ The teacher says greeting</li> <li>✓ The teacher checks the class, is it ready or not for studying.</li> <li>✓ The teacher asks one of the member of the class to lead for praying together</li> <li>✓ The teacher checks the students' attendance list.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The students answer the teacher's greeting</li> <li>✓ Students prepare the class (students are ready to learning and prepare their book)</li> <li>✓ One of the member of the class gives the instruction to pray together.</li> <li>✓ Students report their attendance list.</li> </ul>	5 minutes
APERSEPSION			
2	<ul style="list-style-type: none"> <li>✓ The teacher asks the students about the materials that they learnt before.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The students answer the teacher's question antutiastically</li> </ul>	3 minutes
MOTIVATION			
3	<ul style="list-style-type: none"> <li>✓ The teacher explain how are important to learn this materials :</li> </ul>		2 minutes
WHILE – TEACHING			
4	<ul style="list-style-type: none"> <li>✓ The teacher asks questions about descriptive text</li> <li>✓ The teacher explains about descriptive text.</li> <li>✓ The teacher gives the students the descriptive text.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The students answer their teacher questions.</li> <li>✓ The students pay attention to the teacher.</li> </ul>	5 minutes  10 minutes

	<ul style="list-style-type: none"> <li>✓ The teacher asks the students to read the text and find out the unfamiliar words from the text.</li> <li>✓ The teacher explain about contextual redefinition strategy to guess the meaning of their unfamiliar words.</li> <li>✓ The teacher give the concrete example of each step of contextual redefinition strategy.</li> <li>✓ The teacher and students try to do the strategy and fill contextual redefinition worksheet.</li> <li>✓ The teacher and students discuss about contextual redefinition strategy that they have fill.</li> <li>✓ The teacher and students discuss about text.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The students read the text and they are interested to find out the unfamiliar words from the text.</li> <li>✓ The students pay attention to the teacher's explanation.</li> <li>✓ The students fill contextual redefinition worksheet.</li> <li>✓ The students discuss about contextual redefinition worksheet that they have fill.</li> </ul>	5 minutes  10 minutes  5 minutes  15 minutes  10 minutes  5 minutes
POST - TEACHING			
5	<ul style="list-style-type: none"> <li>✓ Teacher asks the students problem.</li> <li>✓ The teacher and student reflect the activities that they have done and summarize it.</li> <li>✓ The teacher closes the class</li> </ul>	<ul style="list-style-type: none"> <li>✓ The students express their problem.</li> <li>✓ Teacher and student reflect the activities that they have done and summarize it.</li> </ul>	5 minutes

## Meeting 2

PRE – TEACHING			
No	Teacher	Student	Time
1	<ul style="list-style-type: none"> <li>✓ The teacher says greeting</li> <li>✓ The teacher checks the class,</li> </ul>	<ul style="list-style-type: none"> <li>✓ The students answer the teacher's greeting</li> <li>✓ Students prepare the</li> </ul>	5 minutes

	<p>is it ready or not for studying.</p> <ul style="list-style-type: none"> <li>✓ The teacher asks one of the member of the class to lead for praying together</li> <li>✓ The teacher checks the students' attendance list.</li> </ul>	<p>class (students are ready to learning and prepare their book)</p> <ul style="list-style-type: none"> <li>✓ One of the member of the class gives the instruction to pray together.</li> <li>✓ Students report their attendance list.</li> </ul>	
APERSEPSION			
2	<ul style="list-style-type: none"> <li>✓ The teacher asks the students about the materials that they learnt before.</li> <li>✓ The teacher asks the students about their pets.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The students answer the teacher's question antutiastically.</li> <li>✓ The students answer the questions.</li> </ul>	3 minutes
MOTIVATION			
3	<ul style="list-style-type: none"> <li>✓ The teacher explain how are important to learn this materials :</li> </ul>		2 minutes
WHILE – TEACHING			
4	<ul style="list-style-type: none"> <li>✓ The teacher gives the students the descriptive text.</li> <li>✓ The teacher ask the students to read the text and find out the unfamiliar words from a text.(Step 1)</li> <li>✓ The teacher divides the students into a group that consist of four students.</li> <li>✓ In group, the teacher asks the students to present the words in isolation. (Step 2)</li> <li>✓ The teacher guides the students to discuss and predicts the meaning of the</li> </ul>	<ul style="list-style-type: none"> <li>✓ The students pay attention to the teacher.</li> <li>✓ The students are interested to find out the unfamiliar words from a text</li> <li>✓ The students are interested to join and discuss with their groups.</li> <li>✓ The students are participated to predict the</li> </ul>	<p>10 minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>15 minutes</p>



	unfamiliar words.(Step 3)  ✓ The teacher asks the students to present the words in context or read the text again. (step 4) ✓ The teacher guides the students to define the word based on the context. (Step 5). ✓ The teacher and the students verify their prediction in dictionary.  ✓ The teacher asks the students to do the the taskt in comprehending the text.	meaning of the words.  ✓ The students are interested to present the words in context and define the words.  ✓ The students verify their prediction.  ✓ The students are interested to do the task.	10 menit   5 menit  10 menit
POST - TEACHING			
5	✓ Teacher asks the students problem. ✓ The teacher and student reflect the activities that they have done and summarize it. ✓ The teacher closes the class	✓ The students express their problem. ✓ Teacher and student reflect the activities that they have done and summarize it.	5 minutes

### Meeting 3

PRE – TEACHING			
No	Teacher	Student	Time
1	✓ The teacher says greeting  ✓ The teacher checks the class, is it ready or not for studying.  ✓ The teacher asks one of the	✓ The students answer the teacher's greeting ✓ Students prepare the class (students are ready to learning and prepare their book)  ✓ One of the member of the class gives the	5 minutes

	member of the class to lead for praying together  ✓ The teacher checks the students' attendance list.	instruction to pray together. ✓ Students report their attendance list.	
APERSEPSION			
2	✓ The teacher asks the students about the materials that they learnt before.	✓ The students answer the teacher's question antutiastically	3 minutes
MOTIVATION			
3	✓ The teacher explain how are important to learn this materials :		2 minutes
WHILE – TEACHING			
4	✓ The teacher gives the questions of vocabulary test. ✓ The teacher guides the students in inswering the questions. ✓ The teacher gives the rules in doing the test.	✓ The students pay attention to the teacher.       ✓ The students do the test	5 minutes       60 minutes
POST - TEACHING			
5	✓ The teacher give the energizer	✓ The students do the energizer	5 minutes

### Evaluation :

Evaluation		
Techniques	Form of Instrument	Example of Instrument
❖ Written test	- Answer the following questions based on text.	Please answer the questins based on the text!

**Scoring Rubrics :****a. Open-ended questions**

Scored Aspect	Maximum Score Per item	Numbers of Questions	Total maximum score
Content	2	5	10
Grammar			

**Task 1**

*Read the following text carefully then answer the questions*

This is Gandhi's school. It is at 14 Jalan Supratman. It has a very large school yard. The students do the flag ceremony every Monday morning in the school yard. They also play sport there because there is a volley ball field and a badminton court. There is a beautiful park in the yard in front of the teacher's room. There is a small pond with some beautiful fish there. There are two big trees at the side of the pond. There is also a garden near the park. You can see many kinds of flowers there; roses, jasmines, sun flowers, and so on. The flowers are all very beautiful.

**Questions :**

1. Where is Gandhi's school?
2. When do the students do the flag ceremony?
3. How many big trees are at the side of the pond?
4. What is the social function of the text above?
5. The first sentence of the text above belongs to ...

**Answer Key :**

1. Gandhi's school is at 14 Jalan Supratman.
2. The flag ceremony do on every Monday morning.
3. There are two big trees are at the side of the pond.
4. The social function of the text is to tell or describe about Gandhi's school.
5. The first sentence of the text belongs to Gandhi's school

**Girimulya, Maret 28- 29th 2014**

**Co- reseacher**

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## Appendix 10

### Lesson Plan of Cycle 2

<b>School</b>	: SMPN 1 Girimulya
<b>Subject</b>	: English
<b>Subtopic</b>	: Descriptive text
<b>Skill</b>	: Reading
<b>Semester/Class</b>	: II/ VII
<b>TimeAllocation</b>	: 2x 40 minutes

#### Standard Competence:

7. Understanding the meaning in functional and written text of simple monologue/ essay in descriptive text in daily live and to acces popular knowledge.

#### Basic Competence:

3. Responding the meaning of descriptive text accurately and fluently that used in daily life.
4. Responding the meaning of rhetorical step in written text using the English accurately and fluently in the text.

#### Indicator:

The students are able to :

- ❖ Identifying the meaning of words in descriptive text.
- ❖ Identifying the purpose of the text.
- ❖ Identifying the information of the text.

#### Method: Three – phase technique

- Pre teaching
- Whilst teaching
- Post teaching
- Contextual Redefinition strategy

#### Materials: - Descriptive text

Descriptive text is *a piece of writing that lists the characteristics of person, place or thing.*

Examples of descriptive texts :

- Biographies
- Autobiographies

- Magazines specification ( state what kind and characteristics of materials used).

*Generic structure:*

- *Identification* : identifies phenomenon to be described
- *Description* : describes parts, qualities, and characteristic.

Identify the main idea by looking at :

- The first sentence of the paragraph (*in italicized*) is called the **topic sentence**.
- While the next sentences are called **supporting details**.
- *The main idea* is expressed in *the topic sentence*.

The difference between topic and main idea:

- **Topic** is written in a word/phrase
- **Main idea** is written in a sentence

Example of descriptive text :

### **My Mother**

My mother is my hero. She is a beautiful person. She is not tall but not short, and she has curly hair and brown. She is also not too fat. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help me. Besides, she is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person, and all things in the house are in the right place. She does not like messes.

**Teaching Aids**

4. Textbook
5. Descriptive Text (Handout)
6. Contextual Redefinition Worksheet

**Teaching and learning activities****Meeting 1**

PRE – TEACHING			
No	Teacher	Student	Time
1	<ul style="list-style-type: none"> <li>✓ The teacher says greeting</li> <li>✓ The teacher checks the class, is it ready or not for studying.</li> <li>✓ The teacher asks one of the member of the class to lead for praying together</li> <li>✓ The teacher checks the students' attendance list.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The students answer the teacher's greeting</li> <li>✓ Students prepare the class (students are ready to learning and prepare their book)</li> <li>✓ One of the member of the class gives the instruction to pray together.</li> <li>✓ Students report their attendance list.</li> </ul>	5 minutes
APERSEPSION			
2	<ul style="list-style-type: none"> <li>✓ The teacher asks the students about the materials that they learnt before.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The students answer the teacher's question antutiastically</li> </ul>	3 minutes
MOTIVATION			
3	<ul style="list-style-type: none"> <li>✓ The teacher explain how are important to learn this materials :</li> </ul>		2 minutes
WHILE – TEACHING			
4	<ul style="list-style-type: none"> <li>✓ The teacher remains the students about descriptive text</li> <li>✓ The teacher explains how to</li> </ul>	<ul style="list-style-type: none"> <li>✓ The students answer their teacher questions.</li> <li>✓ The students pay attention to the teacher.</li> </ul>	10 minutes 5 minutes

	get main idea of the descriptive text. ✓ The teacher gives the example how to infer the main idea of the descriptive text. ✓ The teacher gives students the descriptive text.  ✓ The teacher gives the concrete example in using contextual redefinition strategy. ✓ The teacher and students try to do the strategy and fill contextual redefinition worksheet. ✓ The teacher and students discuss about contextual redefinition strategy that they have fill. ✓ The teacher and students discuss about the main idea of the text.	✓ The students read the text and they are interested to find out the unfamiliar words from the text. ✓ The students pay attention to the teacher's explanation.  ✓ The students fill contextual redefinition worksheet.  ✓ The students discuss about contextual redefinition worksheet that they have fill.	10 minutes  5 minutes  15 minutes 10 minutes 10 minutes
POST - TEACHING			
5	✓ Teacher asks the students problem. ✓ The teacher and student reflect the activities that they have done and summarize it. ✓ The teacher closes the class	✓ The students express their problem. ✓ Teacher and student reflect the activities that they have done and summarize it.	5 minutes

## Meeting 2

PRE – TEACHING			
No	Teacher	Student	Time
1	✓ The teacher says greeting	✓ The students answer the teacher's greeting	5 minutes



	<ul style="list-style-type: none"> <li>✓ The teacher checks the class, is it ready or not for studying.</li> <li>✓ The teacher asks one of the member of the class to lead for praying together</li> <li>✓ The teacher checks the students' attendance list.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students prepare the class (students are ready to learning and prepare their book)</li> <li>✓ One of the member of the class gives the instruction to pray together.</li> <li>✓ Students report their attendance list.</li> </ul>	
<b>APERSEPTION</b>			
2	<ul style="list-style-type: none"> <li>✓ The teacher asks the students about the materials that they learnt before.</li> <li>✓ The teacher asks the students abouttheir pets.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The students answer the teacher's question antutiastically.</li> <li>✓ The students answer the questions.</li> </ul>	3 minutes
<b>MOTIVATION</b>			
3	<ul style="list-style-type: none"> <li>✓ The teacher explain how are important to learn this materials :</li> </ul>		2 minutes
<b>WHILE – TEACHING</b>			
4	<ul style="list-style-type: none"> <li>✓ The teacher gives the students the descriptive text.</li> <li>✓ The teacher ask the students to read the text and find out the unfamiliar words from a text.(Step 1)</li> <li>✓ The teacher divides the students into a group that consist of four students.</li> <li>✓ In group, the teacher asks the students to present the words in isolation. (Step 2)</li> <li>✓ The teacher guides the</li> </ul>	<ul style="list-style-type: none"> <li>✓ The students pay attention to the teacher.</li> <li>✓ The students are interested to find out the unfamiliar words from a text</li> <li>✓ The students are interested to join and discuss with their groups.</li> </ul>	10 minutes  10 minutes  5 minutes

	<p>students to discuss and predicts the meaning of the unfamiliar words.(Step 3)</p> <p>✓ The teacher asks the students to present the words in context or read the text again. (step 4)</p> <p>✓ The teacher guides the students to define the word based on the context. (Step 5).</p> <p>✓ The teacher and the students verify their prediction in dictionary.</p> <p>✓ The teacher asks the students to do the the taskt in comprehending the text.</p>	<p>✓ The students are participated to predict the meaning of the words.</p> <p>✓ The students are interested to present the words in context and define the words.</p> <p>✓ The students verify their prediction.</p> <p>✓ The students are interested to do the task.</p>	<p>15 minutes</p> <p>10 menit</p> <p>5 menit</p> <p>10 menit</p>
POST - TEACHING			
5	<p>✓ Teacher asks the students problem.</p> <p>✓ The teacher and student reflect the activities that they have done and summarize it.</p> <p>✓ The teacher closes the class</p>	<p>✓ The students express their problem.</p> <p>✓ Teacher and student reflect the activities that they have done and summarize it.</p>	5 minutes

### Meeting 3

PRE – TEACHING			
No	Teacher	Student	Time
1	<p>✓ The teacher says greeting</p> <p>✓ The teacher checks the class, is it ready or not for studying.</p>	<p>✓ The students answer the teacher's greeting</p> <p>✓ Students prepare the class (students are ready to learning and prepare their book)</p> <p>✓ One of the member of the class gives the</p>	5 minutes

	✓ The teacher asks one of the member of the class to lead for praying together	instruction to pray together.	
	✓ The teacher checks the students' attendance list.	✓ Students report their attendance list.	
<b>APERSEPSION</b>			
2	✓ The teacher asks the students about the materials that they learnt before.	✓ The students answer the teacher's question antutiastically	3 minutes
<b>MOTIVATION</b>			
3	✓ The teacher explain how are important to learn this materials :		2 minutes
<b>WHILE – TEACHING</b>			
4	✓ The teacher gives the questions of vocabulary test. ✓ The teacher guides the students in inswering the questions. ✓ The teacher gives the rules in doing the test.	✓ The students pay attention to the teacher.  ✓ The students do the test	5 minutes  60 minutes
<b>POST - TEACHING</b>			
5	✓ The teacher give the energizer	✓ The students do the energizer	5 minutes

### Evaluation :

Evaluation		
Techniques	Form of Instrument	Example of Instrument

❖ Written test	- Answer the following questions based on text.	Please answer the questions based on the text!
----------------	---	--

### Scoring Rubrics :

#### b. Open-ended questions

Scored Aspect	Maximum Score Per item	Numbers of Questions	Total maximum score
Content	2	5	10
Grammar			

### Task 1

*Read the following text carefully then answer the questions*

#### **Brownie**

I have a pet. It is a dog and i call it Brownie.

Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning, I give her milk and bread. When i am at school, Brownie plays with my cat. They get along well and never fight maybe because Brownie does not bark a lot. I threats the others animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

### Questions :

1. What is mainly discussed in the text?
2. What is the main idea of the second paragraph?
3. Who is Brownie?

4. They get along well and never fight maybe because Brownie does not bark a lot. The underlined word refers to?
5. What are the characteristic about Brownie?

**Answer Key :**

1. It discusses about pet that named Brownie.
2. The second paragraph is about the characteristic of Brownie.
3. Brownie is the writer's pet.
4. The underlined word refers to Brownie and cat.
5. Brownie is small, fluffy and cute. Besides it also has got thick brown fur and does not like bones.

**Girimulya, April 18-19th 2014**

**Co- reseacher**

**Reseacher**

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## Appendix 11

### Test Specification of Vocabulary Test in Cycle 1

School : SMP N 1 Girimulya  
Semester/ Class : II / VII<sub>A</sub>  
Subject : English  
Skill : Reading – Vocabulary  
Kind of questions : Multiple choice  
Time Allocation : 40 minutes

No	Standard Competence	Basic Competence	Class/ Smstr	Subject Materials	Indicator of questions	Question Number
1.	Understanding the meaning in functional and written text of simple monologue/ essay in descriptive text in daily live and to access popular knowledge.	5. Responding the meaning of descriptive text accurately and fluently that used in daily life. 6. Responding the meaning of rhetorical step in written text using the English accurately and fluently in the text.	VII / II	Express the meaning of the sentence by using contextual redefinition	Guessing or giving the meaning of the unfamiliar words in a text.	1-20

Girimulya, April 24th 2014

Co- researcher

Researcher

Laila Nur Fitriyani

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## **Appendix 12**

### **Test Specification of Vocabulary Test in Cycle 2**

School : SMP N 1 Girimulya  
Semester/ Class : II / VII<sub>A</sub>  
Subject : English  
Skill : Reading – Vocabulary  
Kind of questions : Multiple choice  
Time Allocation : 40 minutes

<b>No</b>	<b>Standard Competence</b>	<b>Basic Competence</b>	<b>Class/ Smstr</b>	<b>Subject Materials</b>	<b>Indicator of questions</b>	<b>Question Number</b>
1.	Understanding the meaning in functional and written text of simple monologue/ essay in descriptive text in daily live and to access popular knowledge.	7. Responding the meaning of descriptive text accurately and fluently that used in daily life. 8. Responding the meaning of rhetorical step in written text using the English accurately and fluently in the text.	VII / II	Express the meaning of the sentence by using contextual redefinition	Guessing or giving the meaning of the unfamiliar words in a text.	1-20

**Girimulya, April 3rd 2014**

**Co- researcher**

**Researcher**

**Supono, S. Pd**

**Appendix 13****VOCABULARY TEST**

Name :  
Class :  
Day/ Date : /  
Time : 60 minutes

**Instruction :**

**Choose the best answer on the synonym of the bold words based on the context of a text by choosing a, b, c, or d!**

---

**The following text is for questions 1- 5.**

My favorite toy is a doll. I named **my doll** Becky. I got in in my 12th birthday. My dad bought it for me when he was in England. Becky is 16 cm **tall** doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brush-able hair, green eyes. There are **freckles** on her cheek. There are also two **dimples** near her mouth on the left and on the right. **They** make her more beautiful. I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.

Taken from : <http://www.sekolahoke.com/2012/04/soal-un-smp-descriptive-text-my-doll.html>

- |   |   |
|---|---|
| 1. My doll : I named <b>my doll</b> Becky   | A. a weight   |
| A. my puffet  | B. a length   |
| B. my young brother   | C. a number   |
| C. my pets  | D. an age   |
| D. my new friend  |   |
| 2. Tall : Becky is 16 cm <b>tall</b> doll with plastic head, arms, and legs and a white cloth stuffed body. | 3. Freckles : There are <b>freckles</b> on her cheek. |



- A. any small spot
  - B. a small bump
  - C. a scar
  - D. a skin disease
4. **Dimples** : There are also two **dimples** near her mouth on the left and on the right
- A. the small spots in cheek
  - B. the skin diseases in cheek
  - C. the solid areas in cheek
  - D. the hollow areas in cheek
5. They : **They** make her more beautiful
- A. the becky
  - B. the dimples
  - C. the freckles and dimples
  - D. the becky's body

The following text is for questions 6-13.

Jellyfish are not really fish. They are **invertebrate** animals. This means that unlike fish or people, they have no **backbones**. In fact, they have no bones at all.

Jellyfish have stomachs and mouths, but no heads. They have **nervous** systems for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in darkness by making their own light. The light is made by a **chemical** reaction inside the jellyfish. **Scientists** believe jellyfish glow for several reasons. For example, they may glow to scare away **predators** or to attract animals they like to eat.

Most jellyfish live in **salt water**, apart from a few types that live in fresh water. Jellyfish are found in **oceans** and seas all over the world. They live in warm, tropical seas and in icy waters near the North and South poles.

*Taken from : UN TA 2010/2011- BALITBANG*

6. Invertebrate : They are **invertebrate** animals.
- A. an animal who have no backbone
  - B. an animal who give birth
  - C. an animal who spawn
  - D. an animal who can live in two nature
7. **Backbones** : This means that unlike fish or people, they have no **backbones**.
- A. the cervical vertebrae
  - B. the coccyx
  - C. the rib
  - D. the spine
8. Nervous : They have **nervous systems** for sensing the world around them, but no brains.
- A. the jellyfish's system feeling stress
  - B. the particular part of jellyfish's system
  - C. the jellyfish circulatory
  - D. the jellyfish feeling

9. Chemical : The light is made by a **chemical** reaction inside the jellyfish.
- A. physic
  - B. scientis
  - C. yawning
  - D. chemistry
10. Scientists : **Scientists** believe jellyfish glow for several reasons.
- A. an expert in marine
  - B. an expert in environment
  - C. an expert in physical and natural science
  - D. an expert in fishery
11. Predators : they may glow to scare away **predators** or to attract animals they like to eat.
- A. carnivore
  - B. herbivore
  - C. ommnivore
  - D. mammals
12. Salt water : Most jellyfish live in **salt water**.
- A. a water which have salt taste
  - B. a water which have no taste
  - C. a fresh water
  - D. a warm water
13. Oceans : Jellyfish are found in **oceans** and seas all over the world.
- A. beach
  - B. atlantic and pasific
  - C. strait
  - D. island

**The following text is for questions 14-20.**

The peach is known as a species of Prunus. It is a kind of edible **juicy** fruit. It is native to China. The peach tree grows to 4-10 m tall. It is a **deciduous** tree so it will fall its leaves in certain seasons. It belongs to the subfamily Prunoideae of the family Rosaceae.

The **leaves** are 7-16 cm long and 2-3 cm broad. The flowers are produced in early **spring** before the leaves. They are solitary or paired with about 2,5-3 cm in diameter. The color of the flower is pink.

Peach fruit is very nice. Its aroma smells good. The color of the **flesh** is yellow or white. The skin of the peach is smooth or **velvety**. The flesh is soft and juicy. It is delicious. It is a little bit harder when it is unripe. Inside the flesh, there is a large single **seed**. The seed is oval in shape. Its color is red-brown. Its length is about 1,3-2 cm. A wood like husk surrounds this seed.

Most people know peaches as persicas'. It is related to the belief that peaches were native to Persia (now Iran). The modern botanical consensus is that they originate in China, and were introduced to Persia and the Mediterranean region along the Silk Road before Christian times.

*Taken from : Soal UN TA 2010/2011- BALITBANG*

14. Juicy : It is a kind of edible **juicy** fruit.
- A. has sweet taste
  - B. can made into juice
  - C. has much water
  - D. has sweet and sourness taste
15. Deciduous : It is a **deciduous** tree so it will fall its leaves in certain seasons.
- A. defuncting
  - B. falling off the flower
  - C. going in heartbeat
  - D. falling off the fruit
16. Leaves : The **leaves** are 7-16 cm long and 2-3 cm broad.
- A. the green foliage of plant
  - B. the twig of plant
  - C. a small root of plant
  - D. the big trunk of plant
17. Spring : The flowers are produced in early **spring** before the leaves
- A. a sunny weather time
  - B. a cold weather time
  - C. a falling off time
  - D. a growth time
18. Flesh : The color of the **flesh** is yellow or white
- A. any similar small part of fruit
  - B. the soft substance of fruit
  - C. the external covering of fruit
  - D. a stem of a plant
19. Velvety : The skin of the peach is smooth or **velvety**
- A. fluffy
  - B. dry
  - C. poor
  - D. rough
20. Seed : Inside the flesh, there is a large single **seed**.
- A. any similar small part of fruit
  - B. the external covering of fruit
  - C. the stem of a plant
  - D. the soft substance of fruit

## Appendix 14

### VOCABULARY TEST

Name :

Class :

Day/ Date : /

Time : 60 minutes

#### Instruction :

Choose the best answer on the synonym of the bold words based on the context of a text by choosing a, b, c, or d!

---

The following text is for questions 1- 5.

#### The cheetah

The cheetah is the fastest animal on land. It can run 100 kilometers an hour. It is now rare and is one of animals which is in danger of extinction.

The cheetah has a small head and ears, and long, powerful legs. It always hunts and chases its prey on open ground.

This is a different way of hunting from the other “big cats”. They like to stay in and near trees to catch their prey. The cheetah is also different from other cats because it cannot draw in its claws.

Taken from : UN TA 2010/2011 BALITBANG KEMENDIKBUD

1. Fastest: The cheetah is the fastest animal on land.  
A. very slowly  
B. very quickly  
C. very big  
D. very flexible

2. **Rare** : it is now **rare** and is one of animals which is in danger of extinction.  
A. limited  
B. thin  
C. unique  
D. strange

3. **Chases** : it always hunts and **chases** its prey on open ground.
  - A. escaping the prey
  - B. retreating the prey
  - C. questing the prey
  - D. leaving the prey
4. **Prey** : they like to stay in and near trees to catch their **prey**.
  - A. the target of their attack
  - B. the target to be their female
  - C. the target of their spoil
  - D. the target of their pillage
5. **Claws** : the cheetah is also different from other cats because it cannot draw in its **claws**.
  - A. the cheetah leg
  - B. the cheetah barb
  - C. the cheetah tentacle
  - D. the cheetah finger nail

**The following text is for questions 6-9.**

This is Mr. Burhan's house. It is big, clean and comfortable. There is a garden in front of the house. There are some plants and flowers in the garden! There is a living room, a dining room, three bathrooms, a kitchen, two bedrooms and a garage. Mr. Burhan has some pets; a dog, a cat, and a parrot. Mr. Burhan take care of the pets very carefully.

Taken from : UN TA 2010/2011 BALITBANG KEMENDIKBUD

6. **Comfortable** : It is big, clean and **comfortable**.
  - A. beautiful
  - B. unattractive
  - C. uninteresting
  - D. enjoyable
7. **Pets** : Mr. Burhan has some **pets**; a dog, a cat, and a parrot.
  - A. the tame animals
  - B. the beautiful animals
  - C. the favourite animals kept at home
  - D. the tame animals that kept at home
8. **Plants** : There are some **plants** and flowers in the garden
  - A. the bush
  - B. the grass
  - C. the trees
  - D. the seedling
9. **A garage** : There is a living room, a dining room, three bathrooms, a kitchen, two bedrooms and **a garage**
  - A. a place for sleeping
  - B. a place to take a bath
  - C. a pace for saving a car
  - D. a place for relaxing

The following text is for questions 10-15.

One of the most interesting places to visit in Singapore is the Bird park. It is located in industrial area in Singapore called Jurong. The bird park is about twelve kilometers from centre of the city, and it's easy to get there by bus or by taxi.

It is one of the largest bird park in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles, and ostriches. There is a large lake in the park with a restaurant beside it. There is also a very large cage which you can walk in to get a closer look at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on a bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

Taken from : UN TA 2011/2012 BALITBANG KEMENDIKBUD

10. **Industrial** : It is located in **industrial** area in Singapore called Jurong  
A. a place with many forests  
B. a place with many agriculturals  
C. a place with many factories  
D. a place with many lakes
11. **Centre** : The bird park is about twelve kilometers from centre of the city.  
A. in midway  
B. in side  
C. in bordering  
D. in outside
12. **Kept**: The birds are **kept** in large cages.  
A. caring  
B. holding  
C. observing  
D. obeying
13. **Ostriches**: There are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles, and **ostriches**.  
A. a bird who have a long beak  
B. a bird who have a beautiful feather  
C. a bird who have a long neck and legs  
D. a bird who have a sharp nails
14. **Early**: The best time to visit the park is in the **early** morning or late afternoon.  
A. in future  
B. in beginning  
C. in late  
D. in old
15. **Beside**: There is a large lake in the park with a restaurant **beside** it.

- A. nearby
- B. except
- C. away
- D. on top

**The following text is for questions 1- 5.**

Bale Kambang is a small village on the Southern coast of East Java, seventy kilometers from Malang town, two hours' drive from south. It is well- known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale kambang, there are three small rocky islands namely Ismaya island, Wisanggeni island and Anoman island those names are taken from "wayang " figures (Java traditional puppet). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

Taken from : UN TA 2011/2012 BALITBANG KEMENDIKBUD

16. **Village** : Bale Kambang is a small **village** on the Southern coast of East Java.  
 A. a street  
 B. a town  
 C. a community  
 D. a district
17. **Well- known** : It is **well- known** for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.  
 A. inferior  
 B. unimportant  
 C. unfamiliar  
 D. famous
18. **Rocky** : In Bale kambang, there are three small **rocky** islands.  
 A. a island which have stony  
 B. a island which have sand and stone  
 C. a island which have the grainy sand  
 D. a island which have a valley
19. **These** : **These** islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.  
 A. bale kambang  
 B. java traditional puppet  
 C. ismaya island, wisanggeni island and anoman island  
 D. ismaya island and wisanggeni island

20. **Waves** : These islands are surrounded by Indonesian Ocean which huge **waves** frighten most overseas cruisers.
- A. to move something held in hand
  - B. to float because a wind
  - C. to float because a earthquake
  - D. to float because a flood



## **Appendix 15**

### **Answer Keys of Vocabulary Test in Cycle 1**

1. A	11. A
2. B	12. A
3. A	13. B
4. D	14. C
5. C	15. C
6. A	16. A
7. A	17. D
8. B	18. B
9. D	19. A
10.C	20. A

## **Appendix 16**

### **Answer Keys of Vocabulary Test in Cycle 2**

1. B	11. A
2. A	12. A
3. C	13. C
4. A	14. B
5. D	15. A
6. D	16. B
7. C	17. D
8. A	18. A
9. C	19. C
10.C	20. B

## Appendix 17

### INSTRUMENT OF INTERVIEW

No	Questions
1.	Do you like studying vocabulary by using contextual redefinition strategy? Why?
2.	Does contextual redefinition strategy help you in understanding and giving the meaning of the unfamiliar words? Why?
3.	Does your English subject score improve? In your opinion, what factors are influence the improvement of your score?
4.	What is the differences learning English in the classroom before and after using the contextual redefinition strategy to improve your vocabulary mastery?
5.	Does your teacher help and guide you in teaching and learning by using contextual redefinition strategy strategy? What are your teacher's roles?

## Appendix 18

### Transcript of Interview

No	Questions
1.	Hmmm, seneng kok saya belajar sama miss pake strategi, strategi apa miss tadi?? (contextual redefinition strategi), iya strategi itu karena ternyata saya menebak kta-kata yang sulit yang ada dalam teks. Jadi ga usah buka kamus lagi miss, tinggal ditengok kta-kata disebelahnya. Kalo biasanya kami pake kamus miss kalo belajar.
2.	Bisa miss, kenapa yaa, ya kan akhirnya kami ga harus pake kamus lagi tiap ketemu kata yang susah miss.
3.	Entah miss ningkat atau ga, kami kan bodo miss. Tapi kami senang belajar sama miss. Karena miss kan sabar, hehehe. Jadi kami ngerti yang miss jelasin.
4.	Bedalah miss, kalo sama bapak tuh miss kami ga pernah dijelasin miss. Tiap masuk langsung dikasih tugas trus dikumpul, jadi ga ngerti miss belajar apa. Kami disuruh ngartikan terus miss pake kamus.  Hmm, kalo sama miss kan dijelasin dulu, kalo udah ngerti baru dikasih tugas, jadi ngerti miss, walaupun ga terlalu ngerti miss. Hehe,
5.	Iya, miss bantu kami pas ngisi kotak-kotak lembar kelompok tu, trus bantu juga kalo masig ga ngerti.

Name : NNNP

Class : VII<sub>A</sub>

No	Questions	Answer
1.	Do you like studying vocabulary by using contextual redefinition strategy? Why?	I really like studying by using Contextual Redefinition Strategy because it helps me to guess the meaning of word by looking to the context. So, I did not use the dictionary to find the definition of the unfamiliar words.
2.	Does contextual redefinition strategy help you in understanding and giving the meaning of the unfamiliar words? Why?	Yes, It does because contextual redefinition strategy gives me the easiest way to find out the meaning of the unfamiliar words.
3.	Does your English subject score improve? In your opinion, what factors are influence the improvement of your score?	Yes. It does. My English score is improved because now I like to study with my teacher. She is very patiently to guide me in understanding the materials.
4.	What is the differences learning English in the classroom before and after using the contextual redefinition strategy to improve your vocabulary mastery?	It is really different. In class, my English teacher gives me the text and asks me to translate it by using the dictionary to find out the meaning of the unfamiliar words. Now, before I doing the task, the teacher explains the materials, then after I understand, she asks me to do the task.
5.	Does your teacher help and guide you in teaching and learning by using contextual redefinition strategy? What are your teacher's roles?	Yes, She does. She helps me in understanding the materials well. She also guides me in filling the contextual redefinition worksheet.

## Appendix 19

### Contextual Redefinition Worksheet

Word	Prediction words in isolation	Definition based on context	Context clues used

Taken From : Allen, Janet. 2007. *Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12*. Stenhouse Publisher.

# **The Students’ Works Sample**

Read the following text carefully then answer the questions

This is Gandhi's school. It is at 14 Jalan Supratman. It has a very large school yard. The students do the flag ceremony every Monday morning in the school yard. They also play sport there because there is a volleyball field and a badminton court. There is a beautiful park in the yard in front of the teacher's room. There is a small pond with some beautiful fish there. There are two big trees at the side of the pond. There is also a garden near the park. You can see many kinds of flowers there; roses, jasmines, sun flowers, and so on. The flowers are all very beautiful.

- 1. Where is Gandhi's school? It is at 14 Jalan Supratman.
- 2. When do the students do the flag ceremony? every Monday morning in the school yard.
- 3. How many big trees are at the side of the pond? there are two big trees at the side of the pond.
- 4. What is the social function of the text above? This is Gandhi's school.
- 5. The first sentence of the text above belongs to ... This is Gandhi's school.



Read the following text carefully then answer the questions

This is Gandhi's school. It is at 14 Jalan Supratman. It has a very large school yard. The students do the flag ceremony every Monday morning in the school yard. They also play sport there because there is a volley ball field and a badminton court. There is a beautiful park in the yard in front of the teacher's room. There is a small pond with some beautiful fish there. There are two big trees at the side of the pond. There is also a garden near the park. You can see many kinds of flowers there; roses, jasmynes, sun flowers, and so on. The flowers are all very beautiful.

- Q Where is Gandhi's school? It is at 14 Jalan Supratman.
- Q When do the students do the flag ceremony? every Monday morning in the school yard.
- Q How many big trees are at the side of the pond? there are two big trees at the side of the pond.
- X What is the social function of the text above? This is Gandhi's school.
- Q The first sentence of the text above belongs to ... This is Gandhi's school.

# Contextual Redefinition Sheet

Word	Prediction words in isolation	Definition based on context	Context clues used
Pond.	Kolam	Kolam	There Fish.
Volley ball field.	Bola voli / lapangan	lapangan Bola voli	They also play sport
large	Halaman	Halaman	The student do the flag ceremony every Monday morning.
Front.	Depan	Depan	
trees.	Pohon - Pohon.	Banyak Pohon	There is a beautiful Park
Side.	Sebelum	Sisi	In the yard in front of the teacher's room.
Court	Lapangan	Lapangan	
			There are two big trees at the side of the pond.

Read the following text carefully then answer the questions

This is Gandhi's school. It is at 14 Jalan Supratman. It has a very large school yard. The students do the flag ceremony every Monday morning in the school yard. They also play sport there because there is a volley ball field and a badminton court. There is a beautiful park in the yard in front of the teacher's room. There is a small pond with some beautiful fish there. There are two big trees at the side of the pond. There is also a garden near the park. You can see many kinds of flowers there: roses, jasmines, sun flowers, and so on. The flowers are all very beautiful.

- 1. Where is Gandhi's school? It is at 14 Jalan Supratman.
- 2. When do the students do the flag ceremony? every monday
- 3. How many big trees are at the side of the pond? two
- 4. What is the social function of the text above? Description Gandhi's school..
- 5. The first sentence of the text above belongs to Gandhi's school.

10

# Contextual Redefinition Sheet

Word	Prediction words in isolation	Definition based on context	Context clues used
Pond	kolam	kolam air	
kind	macam	macam bunga	many kinds of flowers
Large	besar	Lapangan sekolah	large school
Roses	bunga mawar	bunga mawar, melati	flower there, roses, jasmine
Spot	tempat	bermain olahraga	play sport
<del>Spot</del> Park	taman	taman cantik	beautiful park
Field	medangkar	Memainkan bola	Volley ball
Flowers	Bunga	Taman Bunga	flower are all very beautiful
because	Sebab	Sebab itu, maka	because
Flag	bendera	Upacara bendera	there is a volley ball flag ceremony every Monday

Read the following text carefully then answer the questions

I have a pet. It is a dog and i call it Brownie.

Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning, I give her milk and bread. When i am at school, Brownie plays with my cat. They get along well and never fight maybe because Brownie does not bark a lot. I threats the others animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

1. What is mainly discussed in the text?
2. What is the main idea of the second paragraph?
3. Who is Brownie?
4. They get along well and never fight maybe because Brownie does not bark a lot. The underlined word refers to?
5. What are the characteristic about Brownie?

Jwb.

1. It is a dog and i call it Brownie. I
2. To descriptive Brownie. ✓
3. It is a dog. ✓
4. Brownie plays with my cat. ✓ I
5. ~~the~~ Brownie is really a sweet and friendly animal. ✓

8

### Contextual Redefinition Worksheet

[illegible]



Read the following text carefully then answer the questions

I have a pet. It is a dog and i call it Brownie.

Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning, I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well and never fight maybe because Brownie does not bark a lot. I threats the others animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

- 1. What is mainly discussed in the text? *discussed about brownie*
- 2. What is the main idea of the second paragraph? *to tell a dog*
- 3. Who is Brownie? *It is a dog.*
- 4. They get along well and never fight maybe because Brownie does not bark a lot. The underlined word refers to? *meraka Brownie and the cat.*
- 5. What are the characteristic about Brownie? *It is small, fluffy, cat, cuddle.*
- 6. *the description about brownie*

10

## Contextual Redefinition Worksheet

[illegible]



Name : Sylvia Intan Rahmawati  
 Class : VII  
 Day/ Date : Saturday, April 5<sup>th</sup> 2014  
 Time : 80 minutes

NO.	A	B	C	D
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17.				
18.				
19.				
20.				





















$$16 \times 5 = 80$$

Name : NOVIA SABILA FAUZATI

Class : VII A

Day/ Date : Saturday, April 5<sup>th</sup> 2014

Time : 80 minutes

NO.	A	B	C	D
1. 	X			
2. 		X		
3. 	X			
4. 		X		
5. 			X	
6. 	X			
7. 	X			
8. 		X		
9. 				X
10. 			X	
11. 			X	
12. 	X			
13. 		X		
14. 				X
15. 	X			
16. 	X			
17. 				X
18. 	X			
19. 	X			
20. 	X			

$$8 = 15 \times 5 = 75$$

Name : Sylvia Intan Rahmawati  
 Class : VIIA  
 Day/ Date : Saturday, April 25<sup>th</sup> 2014  
 Time : 60 minutes

NO.	A	B	C	D
1.	X			
2.		X		
3.	X			
4.		X		
5.	X			
6.		X		
7.	X			
8.		X		
9.	X			
10.		X		
11.	X			
12.		X		
13.	X			
14.		X		
15.	X			
16.		X		
17.	X			
18.		X		
19.	X			
20.		X		





















$$17 \times 5 = 85$$

Name : NOVIA SABILA FAUZATI

Class : VIIA

Day/ Date : Saturday, April 25<sup>th</sup> 2014

Time : 60 minutes

NO.	A	B	C	D
1. 		X		
2. 	X			
3. 			X	
4. 	X			
5. 				X
6. 				X
7. 			X	
8. 	X			
9. 			X	
10. 			X	
11. 	X			
12. 	X			
13. 			X	
14. 		X		
15. 	X			
16. 		X		
17. 				X
18. 				X
19. 			X	
20. 			X	

$$18 \times 5 = 90$$

## Appendix 21

### Pictures in Cycle 1



Picture 1: The researcher is explaining the material about the descriptive text and contextual redefinition strategy



Picture 2: The students is discussing about the contextual redefinition strategy





Picture 3: One of the student is sharing their finding from the text that written in their 3-2-1 reading strategy worksheet.



Picture 4: The students are doing the vocabulary test seriously.

## Pictures in Cycle 2



Picture 1: One of the students in group is asking the questions about her difficulties



Picture 2: The students are filling the contextual redefinition worksheet in their group .





Picture 3 : The researcher are guiding the students in filling the contextual redefinition worksheet.



Picture 4: The students are enthusiast to share their opinion.





Picture 5: The teacher is monitoring the students in doing the task



Picture 6: The students is doing the vocabulary test in cycle 2

## Appendix 22



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS BENKULU  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
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### SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

Nama : Laila Nur Fitriyani  
NPM : A1B010007  
Prodi : Pendidikan Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa skripsi dengan judul :

Using Contextual Redefinition Strategy to Improve Students'  
Vocabulary Mastery at Grade VIIA of SMPN 1 Eri Mulya.

adalah benar karya saya sendiri, bebas dari plagiat atau penjiplakan. Apabila di kemudian hari ternyata terdapat permasalahan berkaitan dengan penyusunan skripsi ini, maka semua akibat dari hal itu merupakan tanggung jawab saya sendiri.

Ketua Prodi,

Drs. Syafrizal, M.A.  
NIP 19570603 198803 1 006

Bengkulu, 13 Juni 2014  
.....mat saya,



Laila Nur Fitriyani

## Appendix 23



PEMERINTAH KABUPATEN BENGKULU UTARA  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
Jln. Prof. M. Yamin, SH No. Telp. (0737) 521036, Fax. (0737) 521036  
ARGA MAKMUR

### REKOMENDASI IZIN PENELITIAN

Nomor : 800/CS/PA/Dikbud/2014

1. Dasar : Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bengkulu Nomor 1452/UN30.3/PL/2014 Tanggal 20 Maret 2014 Perihal Permohonan Izin Penelitian.

Dengan Judul : **Using Contextual Redevinition Strategy to Improve Student's Vocabulary Mastery at Grade VIIA of SMPN 1 Giri Mulya**

Daerah penelitian : SMPN 01 Giri Mulya Kabupaten Bengkulu Utara

Waktu Penelitian : 24 Maret s.d 10 Mei 2014

2. Pada prinsipnya Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Bengkulu Utara tidak keberatan memberi izin diadakan penelitian pada tempat yang dimaksud di atas kepada :

Nama : **Lalla Nur Fitriyani**

Prodi : **Pendidikan Bahasa Inggris**

NPM : **A1B010007**

Dengan catatan/ketentuan :

- Sebelum melaksanakan penelitian harus melapor kepada Kepala Sekolah terkait.
- Harus menepati semua ketentuan Perundang-undangan yang berlaku.
- Selesai melakukan penelitian agar melapor kepada Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Bengkulu Utara.

Demikian rekomendasi dibuat untuk dapat dipergunakan sebagaimana mestinya.

Argamakmur, 22 Maret 2014

An. Kepala Dinas Pendidikan dan Kebudayaan  
Kabupaten Bengkulu Utara



Tembusan disampaikan kepada Yth :

- Ka. Dinas Pendidikan dan Kebudayaan Kab. B/U (sebagai laporan)
- Dekan Universitas Bengkulu
- Ka. Sekolah yang bersangkutan



**PEMERINTAH KABUPATEN BENGKULU UTARA**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 1 GIRI MULYA**

*Alamat : Jln. Girimulya Kaco Tahir Kecamatan Giri Mulya Kabupaten Bengkulu Utara 38633*

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**  
**NOMOR : 91 / 800 / SMP.1 - GM / 2014**

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Giri Mulya Kecamatan Giri Mulya Kabupaten Bengkulu Utara, dengan ini menerangkan bahwa :

N A M A : KETUT SUBURATA, M. Pd  
NIP : 19621103 198802 1 001  
JABATAN : KEPALA SEKOLAH

Menerangkan bahwa mahasiswa Universitas Bengkulu :

N A M A : LAILA NUR FITRIYANI  
NPM : A1B010007  
PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS  
JURUSAN : BAHASA DAN SENI  
FAKULTAS : KEGURUAN DAN ILMU PENDIDIKAN

Berdasarkan Surat Rekomendasi Izin Penelitian dari Dinas Pendidikan Nasional Bengkulu Utara Nomor : 800/0524/KP/Dikbud/2014 tanggal 02 Maret 2014, yang bersangkutan telah melaksanakan penelitian di SMP Negeri 1 Giri Mulya dari tanggal 24 Maret 2014 sampai dengan 10 Mei 2014 dengan Judul **"Using Contextual Redefinition Strategy to Improve Students' Vocabulary Mastery at Grade VIIA of SMPN 1 Giri Mulya"**.

Demikian Surat Keterangan ini dibuat dengan sebenarnya, kemudian untuk dapat dipergunakan sebagai mana mestinya.

Giri Mulya, 26 Mei 2014  
Kepala Sekolah



**KETUT SUBURATA, M. Pd**  
NIP. 19621103 198802 1 001