

**THE EFFECTIVENESS OF USING CONTEXTUAL REDEFINITION
PRE-READING STRATEGY TOWARDS STUDENTS' READING
COMPREHENSION**
(An Experimental Research at the Eighth Grade Junior High School 3 of
Kedungreja in Academic Year 2016/2017)



A THESIS

**Submitted to English Education Department as Partial fulfillment of
Requirement for S.Pd Degree**

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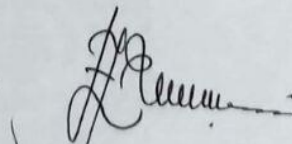
**ENGLISH EDUCATION DEPARTMENT
TEACHING TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF PURWOKERTO
2017**

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Kedungreja in Academic Year 2016/2017)


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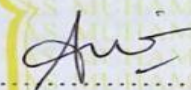
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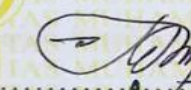
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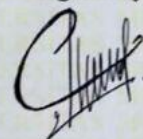
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(An Experimental Research at the Eight Grade Junior High School 3 of Kedungreja in Academic Year 2016/2017)

Menyatakan dengan sesungguhnya bahwa skripsi ini adalah hasil karya tulis saya sendiri dan bukan dibuat orang lain atau jiplakan atau modifikasi karya orang lain. Bila pernyataan ini tidak benar, maka saya bersedia menerima sanksi, termasuk pencabutan gelar kesarhanaan yang sudah saya peroleh

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DEDICATIONS

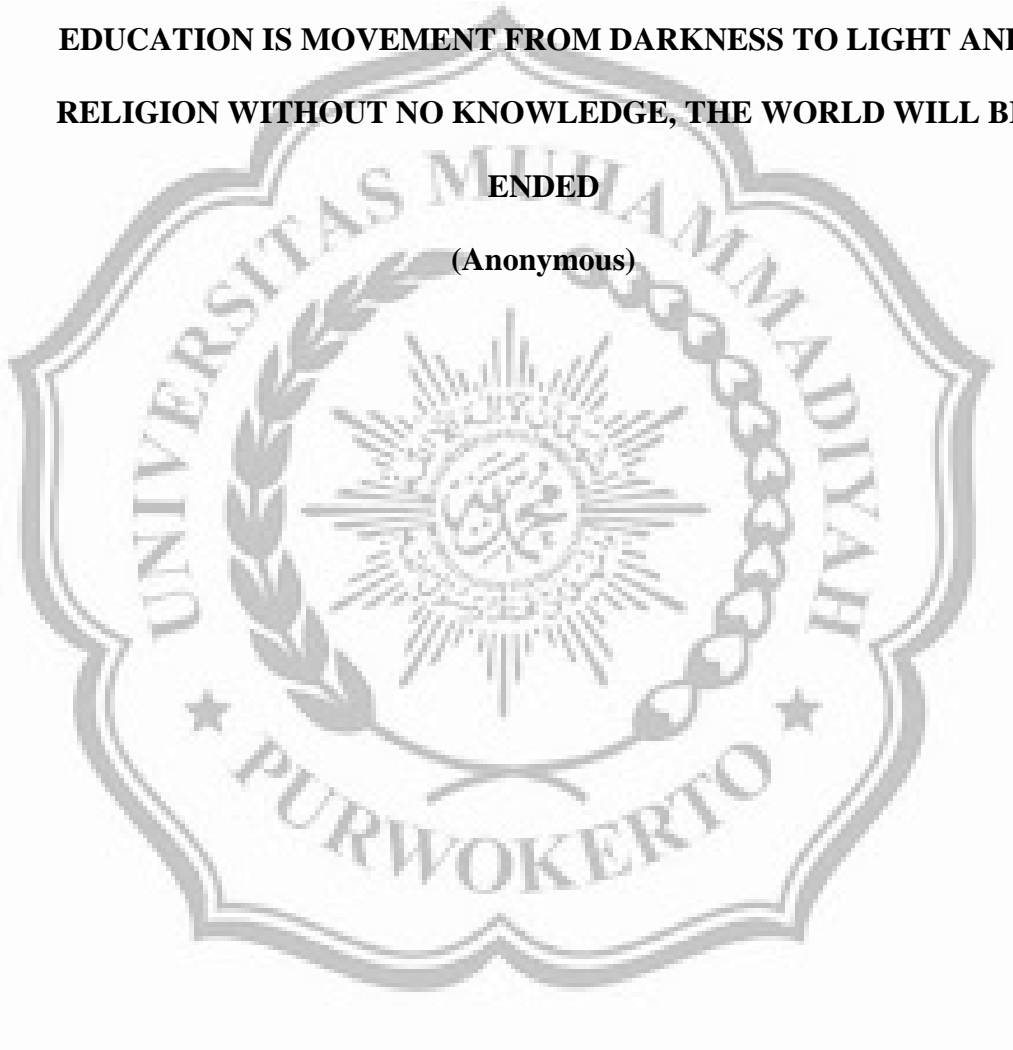
I dedicate this thesis to:

1. Alloh SWT thank you for all your blessing and mercy.
2. My beloved mother Munifah and father Ahmad Khoeri. Thank's for your praying, guidance, and firmness. You are my everything that I have.
3. My lovely Sister Lulu Alfi Masfufah for your love, support and prayers.
4. My beloved husband, who always gives me big support so I could finish my study.
5. The lecturer of English Education Department in The University of Muhammadiyah Purwokerto who had given me guidance and much knowledge.
6. My best friend Dian Solihati Ajinahari and Khoerunnisa, who always gives me support, advises and kindness.
7. My lovely friend Kasilem, who makes me laught, Rizky Indriyani Putri for the inspiration, and spirit.
8. My big family of PBI C 2013.

MOTTO

**EDUCATION IS MOVEMENT FROM DARKNESS TO LIGHT AND
RELIGION WITHOUT NO KNOWLEDGE, THE WORLD WILL BE
ENDED**

(Anonymous)



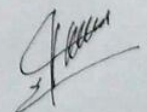
ACKNOWLEDGEMENT

Bismillahirrohmanirrohim, praise and gratitude be only to Alloh SWT, the almighty, the merciful and the compassionate one, who have given blessings and opportunity so that I could finish this thesis. The success of making this thesis also get support and help from some people who mentioned bellow:

1. Drs. Pudiyono, M.Hum the Dekan of Teacher Training and Education Faculty who permit me to conduct this research.
2. Aulia Nisa Khusnia, S.S., M.A. the head of the English Education Department who also give me permission to do this research.
3. Endang Kusrini, S.Pd., M.Hum, as my supervisor who has given suggestion, guidance, knowledge and support to accomplish this thesis.
4. All of the lecturers in English Education Department. Thank you for all guidance, knowledge and support.
5. Fidi Asrani the English Teacher of SMP N 3 Kedungreja who has given me the opportunity to conduct this research.
6. The students of VIII D and VIII E of SMP N 3 Kedungreja as the subject of this research.
7. All of friends in English Education Department 2013.

Finally, I do hope that this thesis will be useful to all readers. However, I realize that this writing is imperfect. Therefore, any criticism and advices will be helpful for my improvement.

Purwokerto, 11 Agustus 2017



Sofi Hidayati

TABLE OF CONTENTS

TITLE.....	i
APPROVAL.....	ii
EXAM LEGALITY	iii
STATEMENT OF ORIGINALITY.....	iv
DEDICATION	v
MOTTO	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES.....	xiii
ABSTRACT.....	xiv
CHAPTER I INTRODUCTION	
A. Background of Research.....	1
B. Reason for Choosing the Topic	3
C. Research Problem	3
D. The Aim of the Research.....	3
E. Clarification of Key Terms	3
F. Contribution of Research	5
CHAPTER II THEORETICAL REVIEW	
A. The Natur of Reading	6

1. The Definition of Reading	6
2. The Aims of Reading.....	7
4. Level of Reading.....	9
B. Reading Comprehension.....	11
C. Steps of Teaching Reading	12
1. Pre-Reading	12
2. While-Reading.....	13
3. Post-Reading.....	14
D. Contextual Redefinition Strategy	15
1. The Definition of Contextual Redefinition Strategy	15
2. The Aims of Contextual Redefinition.....	16
3. Steps of Contextual Redefinition Strategy	17
E. Teaching Reading using Contextual Redefinition Strategy	18
1. Pre-Reading	18
2. While-Reading.....	19
3. Post-reading	20
F. Basic Assumption.....	21
G. Relevant Study.....	21
H. Hypothesis	22

CHAPTER III RESEARCH METHODOLOGY

A. Method of Research.....	23
----------------------------	----

B. Place and Time Research.....	24
C. Subject of Research	24
1. Population.....	24
2. Sample	25
3. Sampling Technique	25
D. Techniques of Collecting Data	25
1. Pre-Test.....	25
2. Post-Test.....	26
E. Technique of Instrument Analysis	26
1. Validity.....	26
2. Reliability	27
F. Technique of Analyzing Data	28
1. Scoring Each Student.....	28
2. Individual Competence	28
3. T-Test.....	29
4. Degree of freedom	32

CHAPTER IV THE RESULT OF RESEARCH

A. Result of the research	33
1. Individual Students Competence	33
2. Data Presentation	36
3. T-test Computation	39

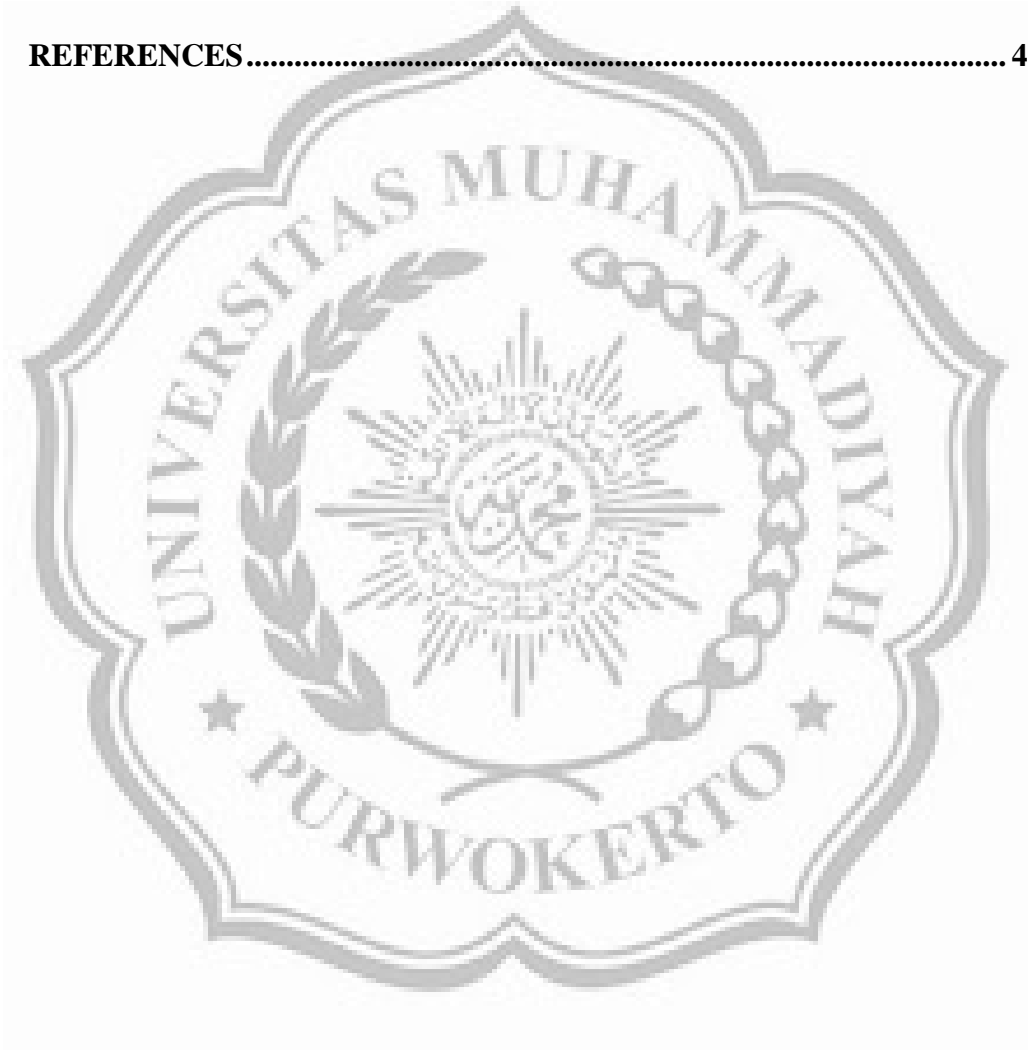
B. Discussion..... 40

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion..... 44

B. Suggestion..... 44

REFERENCES..... 46



LIST OF TABLES

Table 4.1 The result of individual students' competence of experimental class

Table 4.2 The result of individual students' competence of control class

Table 4.3 The result of pre-test and post-test of control and experimental class



LIST OF FIGURES

Figure 4.1 Individual students' competence of pre-test and post-test in experimental class

Figure 4.2 Individual students' competence of pre-test and post-test in control class



LISTF APPENDICES

Appendix 1. Name list of students' scores

Appendix 2. The result of validity and reliability of test

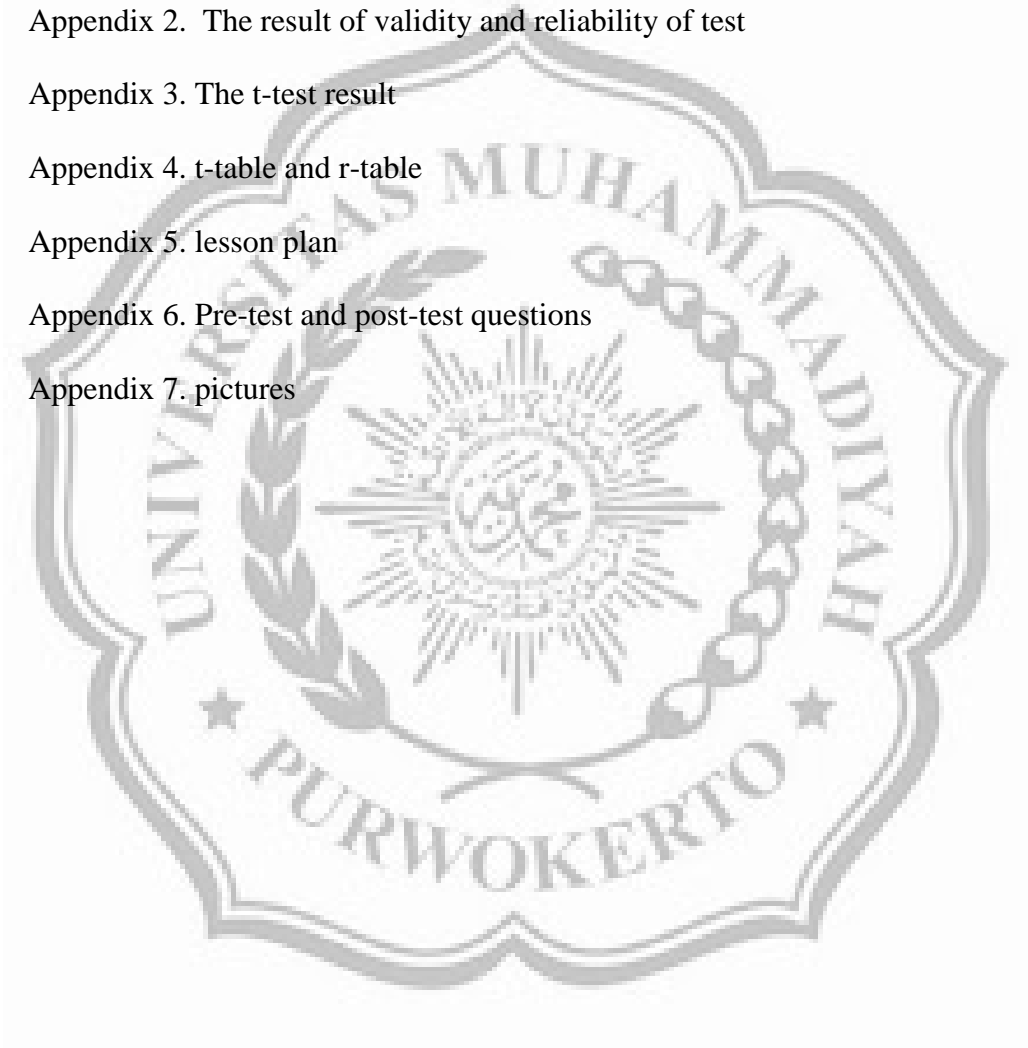
Appendix 3. The t-test result

Appendix 4. t-table and r-table

Appendix 5. lesson plan

Appendix 6. Pre-test and post-test questions

Appendix 7. pictures



ABSTRACT

THE EFFECTIVENESS OF USING CONTEXTUAL REDEFINITION PRE-READING STRATEGY TOWARDS STUDENTS' READING COMPREHENSION

**(An Experimental Research at the Eighth Grade Junior High School 3 of
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The aim of this research was to find out the effectiveness of using Contextual Redefinition pre-reading strategy at junior high school 3 Kedungreja in academic year 2016/2017. This research used experimental design. The population of this research was 157 students, that consisted of 5 classes. The sample of this research was 62 respondents. The respondents were divided into two groups as the subjects of the research; VIII D as the control class consisting of 31 students, and VIII E as the experimental class consisting of 31 students. The treatment was carried out from 5th June to 24th April 2017. After that, the data were analyzed using t-test computation to know the effectiveness of contextual redefinition strategy. The result was that the t-test (4,136) was higher than t-table (1,671) at d.f 60 and the level of significance $\alpha = 0,05$. Besides that, the mean score of the pre-test and post -test for experimental class were 53,39 and 77,58 while the score of the pre-test and post-test for control class were 50,00 and 62,90. The deviation score of experimental class and control class were 24,19 and 12,90. It can be concluded that the contextual redefinition strategy is effective to teach reading of SMP N 3 Kedungreja at VIII grade students in the academic year 2016/2017. Thus, the hypothesis saying that the contextual redefinition strategy is effective towards students' reading comprehension was accepted.