CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is a process carried out and used by the reader to acquire the message or information that is conveyed by a writer through words or written material (Tarigan, 2008:7). It means that reading is an activity to get information in the text. Through reading, the students can improve their knowledge of vocabulary and grammatical rules. The students can analyze the grammatical rules, determine the unfamiliar word in the text, and they can learn to comprehend the information from the text. According to Tampubolon (1990:41) reading is a physical activity and mental activity that could develop into a habit. It means that we use our eyes to look the text (physical) and we must understand the text with our brain (mental), and it can be a behavior.

Reading also has several purposes. According to (Tarigan, 2008:9) the purposes of reading are to seek, obtain and comprehend the information in the content of reading text. Besides that, according to (Tampubolon, 1990:210) the purposes of reading are to study, it means that the reader reads a text to get information about something that related to study. The next is reading to work, the reader reads a text to find out and comprehend various information which is related to their job. The last is reading to pleasure, the reader reads a text to fill free time and satisfying feeling as well as imagination. From the explanation above, the writer concludes that there are many purposes of

reading. The reader should understand well about the content of the text to get information.

The strategy that can make the students achieve better comprehension is needed. The teacher can use pre-reading strategy in teaching learning process before they read the text. Pre- reading strategy is a strategy before the students reading the text. The activities can make the students' interest in reading and they will get many new words. The pre-reading strategy has many kinds, One of them is contextual redefinition. Tierney et al (1985) as cited in Nika (2013: 49) explain that contextual redefinition is strategy that emphasizes the importance of context in predicting and verifying word meaning. Students will suggest the meaning of the word and they will think critically by using this strategy. Eventually, by having this strategy the students will get many new vocabularies and they will improve their reading comprehension.

In this study, the writer intends to conduct research about contextual redefinition pre-reading strategy because this research has never been elaborated in Junior High School 3 Kedungreja and the writer wants to know the effectiveness of contextual redefinition pre-reading strategy. The writer wants to know the effectiveness of contextual redefinition strategy through the title: "The Effectiveness of using 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.

B. Reason for Choosing the Topic

Reading is an activity to get information from the text. Reading also makes the students get many new vocabularies from the text and knowledge. Based on some research, explained that Contextual Redefinition is the strategy that effective to teach reading comprehension. This Contextual redefinition strategy has never been used in teaching reading in SMP N 3 Kedungreja and the writer wants to know the effectiveness of contextual redefinition strategy. The writer interesting to investigate whether contextual redefinition strategy can assist the students in reading comprehension or not.

C. Research Problem

The problem of the research can be formulated as, "is Contextual Redefinition pre-reading strategy effective on students' reading comprehension?

D. The Aim of the Research

The aim of the research is to find out the effectiveness of contextual pre-reading strategy towards students' reading comprehension at the eighth grade Junior High School 3 of Kedungreja in academic year 2016/2017.

E. Clarification of the Key Terms

There are some terms in this research that should be clarified. They are as follows:

1. Effectiveness

Effectiveness is a measurement of the match between state goals and their achievement (Frasher, 1994:104) in this research, the goal of teaching reading is students' reading comprehension.

2. Contextual Redefinition

Contextual redefinition is a strategy that can help students connect the word with their prior knowledge in comprehending a reading text. The strategy actively engages students in learning which are more likely to result in significant vocabulary growth (Gambrell, et al (2006) as cited in Nika (2013:49) it means that contextual redefinition is a strategy that involves context clue to activate students prior knowledge and to enhance more vocabulary.

3. Reading Comprehension

Woolley (2011:15) explains that Reading comprehension is the process of making meaning from text which has the purpose to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Hence, it can be concluded that reading comprehension is an activity read the text, making meaning, and comprehend the text. In this research, level of students' reading comprehension measured by the score of the test that will be taken after and before the implementation of the contextual redefinition strategy.

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F. Contribution of Research

The contributions of this research are as follows:

1. For students

This strategy will be useful for the students to improve their vocabulary and comprehension in reading text. The students can understand the meaning through the text with make guesses about the meaning of unfamiliar words.

2. For English Teacher

Through this strategy, it helps the teacher in teaching reading. The teacher will have a way in helping students' reading comprehension using pre-reading strategy.