CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Language is a human system of communication that uses arbitrary signals, such a voice sounds, gesture, and/or written symbols. Language is a tool of communication that using by the society in the life because with the language people can create their ideas, emotions and desiers by means of voluntarily produced symbols. In this case, this fucntion has a role to share information for students to understand about all of the events in the world wide, because in this world many people use english language.

In Indonesia English has an important role especially in Education. Therefore, English is as the first foreign language in all levels of schools and language courses. English is the largest language used people to communicate globally in the world. By using English, people exchange information that would be spoken and written. In Indonesian, English is an important foreign language which is taugh from elementary school level up to university, because in Indonesian many school to learn english, so that the students in everyday using the english to communicate and to search information.

English has four basic skills that must be mastered by teachers and learners. They are Reading, Writting, Speaking, Listening. One of that is Reading. Reading is one of the skill in teaching English that have to mastered by the teachers or the students to achive learning process. It has always occupied place in most English language course.

Reading is one of four English skills that have to mastered by all of the English learners. Readig is a language skill that needs reader to comprehend a text. In addition, reading is the

ability to receive information, to get pleasure, to get main idea so, everybody can improve his or her knowledge.

The aim of reading activity is to getting good comprehension, if the reader can not comprehend the text so that they can not get the information and the knowledge. Reading comprehension is an interactive process. In other word,when reading activity the students have to find the meaning of the text, because if the students do not understand the text, it means that they have no interaction with the teacher. In addition , Guthrie et al (2004:193) state that reading comprehension consist of the processes constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text. Mark Sadoski (2004:18) explain that the aim of teaching reading is to anable the students comprehend and react to is written. There are so many Genre in Reading text such as narrative, recount, descriptive, report etc. In this research, the writter focusses on narrative text.

In teaching reading there were so many strategies that can help the students such as: Pyramid Diagram strategy, Anticipate Guide strategy, Think Aloud strategy, REAP strategy and Contextual Redefinition strategy etc. Therefore, the writter choose one strategy that made the students more interest in reading learning process namely Contextual Redefinition strategy. It needs a suitable strategy to enhance students' reading on narrative text. Bras sel (2011:26) state, "Contexttual Redefinition Strategy is an instructional strategy that through structural analysis of the words to associate with other meaningful word parts to help them inconstructing the meaning of the word and understanding the text".

Based on my experience when I was teaching traning practice in SMA N 8 Medan, I was very difficult for the students to comprehend English text. The students were difficultty comprehend the main idea of the reading text, some of the students were not able to identify the

generic structure and language feature of narrative text. And some of them were not interested in reading narrative text. The strategy used by the English teacher in this school was Comprehension-Based Approach. The strategy used by the teacher made the students bored and some of them were not interested in reading. As a result they still got low score in reading. Based on explanation above, some of the students still face various problems and difficulties in English, especially in reading narrative text. So the contextual redefinition can be alternative strategy that can accomodate the problem and practical solutions in reading narrative text. The students were not able to understanding about narrative text. Especially about generic structure of narrative text that consisted of orientation , evaluation, compilication, resolution, re-orientation. The writer checked students' answer sheet based on scoring the test. There were: orientation (20), evaluation (20), complication (20), resolution (20), reorientation (20).

Table 1.1

The Table of Rubic Score

NO	Students' Initial	Components of Reading Narrative					Total score
		Orientation	Evaluation	complication	resolution	Re-Orientation	
1	DM	8	8	12	4	0	32
2	SR	4	4	8	4	4	24
3	RP	8	12	4	4	12	40
4	AL	8	12	4	4	12	40
5	PP	12	12	16	16	16	72
6	WR	12	12	8	4	12	48
7	GP	16	16	12	12	16	72
8	LP	16	16	4	4	12	72
9	SN	8	12	4	4	12	40
10	RM	12	4	12	4	8	40
11	SA	12	4	12	4	8	40
12	MA	20	12	8	12	0	32
13	CR	12	12	8	12	8	52
14	DM	12	12	8	12	8	52
15	ZS	12	12	16	12	8	60
16	NP	12	16	16	16	16	76
17	BL	12	12	16	12	8	60
18	AS	8	12	4	4	12	40
19	KN	8	12	8	12	12	52

20	FH	4	4	12	12	12	44
21	US	4	12	12	8	12	48
22	DI	8	12	8	12	12	52
23	BP	8	8	12	12	12	52
24	HS	12	12	8	4	12	48
25	CL	8	8	12	4	8	40
26	BS	8	4	8	12	0	32
27	LK	8	4	8	12	0	32
28	AB	12	12	16	12	8	60
29	EL	8	20	16	16	12	72
30	PO	4	4	8	8	8	32
Total							1456
Mean							48,53

Based on the data above the eleventh grade students of SMA N 8 Medan got early 48,53 for the mean score for reading. It can be concluded that they have some problem in reading, they were lack in reading.

Contextual redefinition strategy has the adventages to help students focuss on the most important part of the text, a necessary skill for comprehension. Thus, it can help students comprehend a text event though there are many unfamiliar words or seem in the text. Finally, the writer would be conducted a research entitled: The effect of using contextual redefinition strategy in reading narrative text of elevent grade students at SMA N 8 Medan.

1.2 The Problem of the Study

Based on the background of the study, the problem of the study in this resarch is formulated as follow:

“Does Contextual Redefinition strategy affect students reading narrative text of eleventh grade students?

1.3 The Objective of the Study

In relation to the problem, the objective of the study is to find out the significant effect of Contextual Redefinition Strategy in Reading narrative text of eleventh grade students at SMA N 8 Medan.

1.4 The Scope of the Study

There so many strategys in Teaching Reading they are: Pyramid Diagram strategy, Anticipate Guide strategy. Think Aloud strategy, REAP strategy and Contextual Redefinition strategy etc. But the writer focuss on Contextual Redefinition strategy in teaching reading narrative text. There are many kinds of text in Reading that can be learned by the students. Each kind of these texts has their own purpose. Based on purpose, texts are classified to some groups one of them in Narrative Text. There are three parts of Narrative text they are, Social function, Generic Structure and Language features but the writer only focuss on Generic Structure. The Generic Structure on narrative text consist of five elemets namely, Orientation, Evaluation, Complication, Resolution and Reorientation. This research deals to know effect of using Contextual redefinition Strategy in reading narrative text of eleven grade students.

1.5 The Significances of the Study

The finding of this study are expected to be use theoritically and practically.

Theoritically:

1. To enhance teaching knowledge about reading narrative text.
2. The result of the research can be significant for the research of teaching contextual redefinition strategy.

Practically

1. For the writer, understand more about theory of the contextual redefinition strategy in teaching reading narrative text.
2. For the students, they know the kinds and generic structure narrative text, and can apply contextual redefinition strategy in reading narrative text.
3. For english teachers, to enrich her/his knowledge to be more ceative in applying contextual redefinition strategy thus, the students become interested and enjoyable in reading narrative text.

1.6 The Hypothesis

The writer uses two kinds of hypothesis formulated to be tested; they are Null Hypothesis (Ho) and Aalternative Hypothesis (Ha).

(Ha): There is a significant effect of conextual redefinition strategy in reading narrative text of eleventh grade students at SMA N 8 Medan

(Ho): There is no significant effect of contextual redefinition strategy in reading narrative text of eleventh grade students at SMA N 8 Medan

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

In doing a research,it is very important to give information on what the case about. It is useful to minimize or avoid misunderstanding between the writer and the readers concerning to

the topic. In this case, the writer is going to elaborate the terms which are important for the purpose of this study.

2.2 Reading

Reading is one of the skills that will be mastered by the students. It is an important subject in teaching and learning process. So, if the readers want to know that meaning words of text, they have to be able to understand the words and also comprehend what they have read. Harmer (2007: 99) state" reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it." If students want to be successfull in the schools the must be able to remember and understand what they read.

2.2.1 Type of Reading

Reading is getting the information from the text. There are types of reading that have to know by reador when reading the text. Patel and Jain (2008: 117-123) state the types of reading:

1. Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

2. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't

care about specific or important information after reading. Usually people read for to keep them update.

3. Aloud Reading

Aloud reading also play important role in teaching of English. Teacher have to kow that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

4. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teachers can make the students read silently as and when they are able to read without any difficulties.

Based on the four types of reading above, the writer conclude the intensive reading is relevant in this study. Intensive reading is reading a text or a passage in which learner reads the text to get information. Intensive reading related to futher progress in language learning under the teacher's guidance.

2.2.2 Teaching Reading

Teaching Reading in indonesia is the the basic one in learning English process. It is an interactive process that goes on between the reader and the text. In teaching reading, the teacher must be creative in teaching learning process. Teacher must using pictures or characteristics of text to help students remember the text. The aim of students learning reading, they have to know basic competence and achievement indicators in reading. Students can read whole story, students can identify main ideas, supporting ideas, and detail information of the text with using tenses.

So, the students enjoy learning reading, teacher have to know how to create a good reading condition.

Johnson (2008:11) stated there are some steps to create good reading conditions:

1. Help children fall in love with books

   Reading is a way to get the information from the parts of stories. There are wonderful stories and interesting charater will find in books. It can be experience magic, adventure, romance, moal, comedy, tragedy, failure, or success. A teacher is to help students fall in love with books.

2. Allow children to make choices about their reading material

   Choise is very important in helping readers growth. Reading is more interesting when the students able to make choices about what they read.

3. Connect reading pleasure to reading practice

   A simple behaviorist principle is if the teachers can to find out something to be the enjoyable, the students are more likely to de that thing again.

4. Keep your reading program simple

   There are three most effective simple things to help students in reading good books, paper with lines on it, and pencils. The other is a teacher who understand children, learning, and literacy.

5. Keep instruction simpe

   Good teacher make things seem as simple as possible. In this way the students like to follow the simple instruction by the teachers without force their desired.

6. Make reading like real life

The kind of reading and writing must be loved by the children very much as the adults do in real-life situation.

7. Include talk and other forms of social interaction taling to enhance learning of any kind. The students need to talk to each other about what they're reading and share their ideas with other.

2.2.3 Purpose of Reading

Reading is one of English language skills that plays an important role in teaching learning process. Reading has purpose in teaching learning to get the information from the text. *Grabe and Stoller* (2002:13) state the purpose of reding as four purposes of reading, they are:

1. Reading to search for imformation.

Reading to search for simple information is a common reading ability, the reader only read the text to look for the simple information without have to think the material deeply through skimming and scanning strategy.

2. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from a text. It is usually carried out in reading where the students just read slowly than the general comprehension to connect text information with background knowledge.

3. Reading to integrate information, write and critiques texts.

Integrating informtion from multiple sources on the same topic. Reading to learn related to reading to integrated in integratng the information about text. In here, the students read more than more of the text with the same topic and then collecting the information from the text.

4. Reading for general comprehension

Reading for general comprehension is the most basic purpose for reading. In reading a text the students have to undrestand comtent so that they can get the meaning and finding the main idea from the text.

2.2.4 Principles for Teaching Reading

Reading is the important skill in teaching english language. Harmer, (1998: 70) explains six principles in teaching reading. They are:

1. Reading was not a passive active.

   Reading does not read the text, but must reading comprehension. So, it can be understood the argument and the means of the text.

2. Students not to be engaged with what they are reading.

   Students interest what they have done if the topic was really and give them motivation.

3. Students should be encouraged to respond the content of a reading text, not just to the language. It means that the students must understand the text, the message of the text it must important and gave students a charge respond that message in some way.

4. Prediction was a major factor in reading .

   prediction was very important activity before we read the text by the book cover, the head line, the word processed page. The brain can start predicting what we were going to read.

5. Match the task to the topic.

   Much text reading can be understood if we can answer the question correctly. For example question, engaging and used puzzle. Most interesting text can be undetermined by asking boring and inappropriate questions.

5. Good teacher exploits reading text to the full.

Reading text was full of sentences, words, ideas, descriptions, etc. A teacher integrates the reading text into interesting class sequences, teacher using the topic for discussing the tasks.

2.3 Comprehension

Comprehension is important part of reading. Klinger at al (2007:30) stated that "Comprehension is typically measured by requiring student to read a short passage and then answer multiple-choice or short-answer question or by using a cloze task."

2.4 Reading Comprehension

The aim of reading is comprehension. Comprehension is the center of reading. Comprehension is important part of reading. To get information in reading, students need comprehension. Students can not the meaning from the text if the text is not comprehended by them. Comprehension is the process not a product. Readers also have motivation, knowledge, cognitive abilities, and experiences. Effective readers have a purpose for reading, and use their background kowledge and experiences that related to the text.

Reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge. When the readers read the text, the students must be able to identify words rapidly, interpret the meaning and be able to understanding the true meaning from the text.

Kustaryo, S. (1998) stated Reading is an essential skill for learners of English as a second language.For most of these learners, it is the most important skill to master in order toensure success not only in learning English, but also in learning in any contentclass where reading in English is required. Reading is a fluent process of readerscombining information from a text and

their own background knowledge to buildmeaning. Reading is not only a source of information and a pleasurable activitybut also as a means of consolidating and extending one's knowledge of thelanguage. Students should practice their experience. They may find difficulty andfrustrating, but if they keep practicing, they will have a good sense of English andwill help them to grasp the total meaning of the words.

The main thing that should be considered in reading process is reading comprehension which means understanding the text that has been read by the reader. Comprehension involves understanding vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating. The related important skill in reading comprehension is grasping the main idea from reading paragraph or passage.Irwin said that reading comprehension is a process of using one's own prior experience (reader contact) and the writer cues (text context) to infer the author'sintended meaning. This process can involve understanding and selectivelyrecalling ideas in individual sentences (micro processes), inferring relationshipsbetween clauses and/or sentences (integrative processes), organizing ideas aroundsummarizing ideas (macro processes), and making inferences not necessarilyintended by the author (elaborative processes). So, it can be said that readingcomprehension is a process to understand the text read by the reader by involvingsome processes.

There are two skills in reading comprehension. They are:

a) Micro skill of reading comprehension

   The micro skill refers to producing the smaller chunks of language,such as;

   1) Discriminate among the distinctive graphemes and orthographic pattern.

   2) Retain chunks of language of different lengths in short-term memory.

   3) Process writing at an efficient rate of speed to suit the purpose.

4) Recognize a core of words, and interpret word order patterns and theirsignificance.

5) Recognize the grammatical word classes (Noun, verbs, etc), system (e.g.,tense, agreement, pluralization), patterns, rules, and elliptical forms.

6) Recognize that a particular meaning maybe expressed in differentgrammatical form.

b) Macro skills of reading comprehension

1) Recognize cohesive devices in written discourse and their role insignaling the relationship between and among clauses.

2) Recognize the rhetorical forms of written discourse and theirsignificance for interpretation.

3) Recognize the communicative functions of written texts, according toform and purpose.

4) Infer context that is not explicit by using background knowledge.

5) Infer links and connections between events, ideas, etc.; deduce causesand effects; and detect such relations as main idea, supporting idea, newinformation, given information, generalization, and exemplification.

6) Distinguish between literal and implied meanings.

7) Detect culturally specific references and interpret them in a context ofthe appropriate cultural schemata.

8) Develop and use a battery of reading strategies such as scanning andskimming, detecting discourse markers, guessing the meaning of wordcontext, and activating schemata for the interpretation of text.Finally, skilled reader may employ one type of processes which is more

than other when the situation allows them in doing this without affecting theircomprehension. But unskilled reader may tend to employ on one type of processing with poor comprehension resulted.

2.4.1 Level of Reading Comprehension

Reading comprehension is an activity in which the students try to understand what has been read. Burns et al (1984:177) stated that reading comprehension is devided into four levels, they are:

1. Literal Reading

Literal reading is simply what the text say. It is about the fact event in the story. It is a very important level of understanding because it provides the foundation for more advanced comprehension. Without understanding the materials on this level, the students can not find out the meaning. In here the students will be identified the man ideas, state the fact, causes effects and sequence of events and characters in the story. It involves understanding details and sequence.

2. Interpretative Reading

Interpretative reading is when a person reads text aloud, it can make them to know about the text clearly. It is the process that would be passed by the students to get ideas directly.

3. Critical Reading

Critical reading means that a reader applies certain processes, models, question, and theories that result in enhanced clearly. Critical reading is a tecnique for discovering information and ideaswithin the text. The critical reader must be an active reader, questioning, searching all of the material.

4. Creative Reading

Creative reading is not just an activity but an ability as well. Creative reader must understand cause and effect relationship in a story so that they know why a character acts as he or she does at a particular time. Creative reading must able analyzing the reason for the action in the story; they have to able determine whether actions of character are reasonable or unreasonable, to reads their own personal problem, and to see how a story will be improved an order to make it more interesting.

2.4.2 The Principle Strategies for Reading Comprehension

The principle strategy need in reading comprehension to easier get specific information in a text. The students are able to find the spesific information in a text by following the principle strategies for reading comprehensiom. Brown (2007:306) stated that there are ten strategies for reading comprehension.

1. Identify the purpose in reading

   The purpose of reading is to connect ideas to what the readers already know. Actually reading is a way how the students get the information based on the text and then get the meaning.

2. Skim the text for main ideas

   Skimming gives the readers the adventages of being able to predict the purpose of passage, the main topic, or message, and possibly some of developing and supporting ideas.

3. Scan the text for specific information

   Scanning excercise may asks the students to look for names or dates, to find the defenition of a key concept, or a list a certain number of supporting details. The purpose

the scanning is to read quickly with spesific information without reading through the whole text.

4. Analyze vocabulary

   A way that very important for the students to develop or enhance their vocabulary words. The teacher just ask the students about the unfamiliar words so they have to able find out the meaing of the words eventhough, the students must create the sentences realated to the words.

2.5 The Nature of Narrative Text

There are various kinds of text that the students must be learned in studying English. Based on "Standar kompetensi Mata Pelajaran Bahasa Inggris SMA", there are more genres that must be learned and coprehended related to the school Based Curriculum (K13) They are Recount, Descriptive, Discussion, Narrative etc.

Narrative text is story telling; it tells a true story or fiction. Narrative text tells an imaginative story. Narrative text is not fact but only fiction story. Thomas S. Kane (2000:363) state, A narrative is a meaningful sequence of events told in words. Narrative is the telling or relating about a series of events. Narrative has the purpose that is to entertain, amuse, and inteest the reader with actual or imaginary experiences in different ways. It means that narrative text wants to give entertaiment to the reader in order to make them enjoy in reading. Besides, it also give motivation and message or moral value for the reader.

Type of narrative text is folktales, fairytales, fable, myth, legend, science fiction, short story, ballads. Siahaan, Sanggam & Shinoda,(2008:73) stated "Narration is any written English text in which the writter wants to amuse, entertain people, and to deal with actual or vicarious eperience in different ways".

2.5.1 Generic Structure

Thomas S.Kane (2000:363) stated The generic structures of narrative text involves the characters with diefine personalities/identifies, and creates images in readers mind and enhances the story. It also focus on a series of action. There are five elements of Generic Structure in Narrative text, they are:

1. **Orientation**

Derewianka (1991:87) stated Orientation is about the opening paragraph where the characters of the story are introuced. This sets the scene, creating a visual picture of the setting, athmosphere and time the story.

Based of Derewianka's statement above the writer developes the sentence that in orientation there is a scene which the actors played in the story. A scene relate to the acting what the actors or participants do in the story and then in orientetion able creating a visual picture of the setting, it means information about person or actor (who are in the story), time (when the problem is happen) and the place (the location of the story). Writer also describing about the athmosphere words, it means that, the incidents involved in the events how are the environments or siuation in the story. In here, writer identifying of events in chronological order.

The writers concludes that the function of Orientation is to find out the content of the topic and activity or events which wonderfully will be talked. Usually, orientation part introduces on first paragraph or openin the paragraph to showing the partcipant and the setting in the story.

Orientation couldn't saparated in Narrative story. In here orientaton has the ability to convert the important specific information that the readers needed. The information consist of the question that relate to the story such as : what is the story about, who is the participant, where is the place setting and when is the time setting, etc.

2. Evaluation

Linda Gerot and Peter Wignel (1995:204) stated evaluation is stepping back to evaluate the plight. So, the writer concludes the evaluation contains the assesment or evaluate the plot of story. The general defenition of evaluation in Narrative text is the order of events as they occur in the story, the sequence of events in the story occurs in precise order so that it makes sense the person to read.

Evaluation provides assessment of the story onflict. In evaluation consist the step of problem or conflict happens at the beginning, the middle until the ending of the story. Writer also concludes after introducing the participants, the next to introduce the problems and usually written and second paragraph or the middle of paragraph. But the evaluation similar with abstract it means that can be optimal.

3. Complication

Thomas S.Kane (2000:364) stated in complication this revolves around conflicts or problem that effect the setting time or character. In this stage, the main character get some problems and then find ways to solve the problem.

Based on Thomas's statement above, the writter developes the sentences that state in complication there are some problem or conflict that happens in the story. The conflict are influence to the setting of time or character because it looked when, why and how the problem is occured. Complication is tells the beginning of the problem hich leads to the crisis (climax) of the main participants.

The writter concludes the function is to find out the content details about the activities or the events based on sequence. In complication consists of the problem that occured in the story. In other words, complication is the steps or the center of the problems. The writer also describe

there is such the crisis of the story. If there is none the crisis, the story is not a narrative text. In a long story the complication appears in several situations.

4. Resolution

Linda Gerot and Peter Wignel (1995:204) stated Resolution is the term used to resolved or to decide the problem for better or worst. The complication may be resolved for better or worse/happily or unhappily.

Based on Linda and Peter's statement above, the writer concludes the sentences that resolution is the term used to decide the problem for better or worst, it means, the problem in the story not always happy ending, sometimes it can be sad ending. For example Cinderella's story, although so many problem that ocured in the story from the start until the end, finally it has told about happy ending because she can get married with a prince. In here the writer can describe that resolution is to find out a resolution for the problem or challege in the story. It is the final series of the events in the story.

5. Re-Orientation

Pardiyono (2005:182) stated re-orrientation is optinal it can be addes, and not. Reorientation contains content inference ending. The reorientation usually contains the conclusion of the problem in the story. It has the meaning as a changed set of attitudes and belief of people.

Based of Pardiyono statement above, the writer concludes the sentence that reorientation is optinal, it means that it is not always found in the story because usually the people only want to see and feel about that but they can't to change their attitude more better suit on the story.

The writer conclude the re orientation is the ending of the story in Narrative Text. A part of re orientation consist of the notice. Usually the people can take the morality value based on the story and they can study from the other experience.

Example of Narrative text:

CINDERELLA

Once upon a time there was a girl named Cinderella.She lived with her bad step mother and two step sister.She had to do all the household chores.

One day, the King invited all the ladies in the Kingdom to go to a ball in the palace. He wanted to find theCrown Prince a wife.

The stepsister went to the ball that night with their stepmother. Cinderella was left alone. She cried because she actually wanted to go to the ball too. Sudenly then a fairy godmother came.With her magic wand, she gave Cinderella a coach, two horses, and footmen. She also gave Cinderella a lovely dress to wear to the ball and apair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her glass slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and hismen brought along the glass slipper. They went all over the Kingdom tosearch for the owner. After searching for along time,finally, they came to Cinderella's house. The slipper fit with her. The Prince was very happy to find Cinderella again. They got married and lived happily.

The generic structure of the text:

1. *Orientation* : The author introduces the major players in the story that is Cinderella.

2. Evaluation : Actually evaluaion is to show the beginning of the problem so the problem's in that story is One day the king invited all the ledies in the kingdom to go to a ball in the place. He wanted to fnd the Crown Prince a wife.

3. Complication : In this cinderella story, we can see clearly that there are major complication and minor complication. Cinderella gor bad treatment from her stepmother. It is the bad crisi which drives into several minor complication which cinderella has to overcome.

4. Resolution : It is said that finally cinderella live happily with the prince. It is hapy resolution of the bad treatment.

5. Re-orientation :The author writes at the end of the story that from this story we know that we have to respect the other people who of them without to compar that one than others.

2.5.2 Student's Reading Comprehension on Narrative Text

Student him/herself is the reader. Thus, the students as the reader will absolutely interact with the text. While interacting with the text, the reader commonly uses some reading comprehension strategies. Students must interact with this text genre. There are many kinds of the text including narrative. Narrative text differsto the other text genre in case of its story elements and text structure. In fact, comprehending narrative text will be directly connected to the comprehension of text structure and story elements. That is why in learning objective of teaching narrative text will include the students ability to understand text structure and story elements of narrative text. In the syllabus's perspective, the following indicators are expeced to the students to mater in reading narratve text that:

1. The students are able to identify main idea of the text. Main idea is what the writer wants to say about the subject. Main ideas are often stated in topic sentence. A sentence that expresses the main idea of a paragraph is called a topic sentence. Main idea can be found in a paragraph or in a whole passage.
2. The students are able to identify the sequence events of the text. A story especially narrative text is build based on several moments or events. The events usually occur on orientation , complication, series of events and resolution.
3. The students are able to identify the characters from the text. Characters in a story refer to the objects that play in a story. Characters can be likea talking anmal, human or human's imaginary creature etc.
4. The students are able to identify communicative purpose of the text. The purposes are what the author may convey to the reader. Narrative text is commonly written to entertain or amuse the reader. This will affect the emotional, psychological and feeling towards to reader.
5. The students are able to identify generic structure of the text. Text structure refers to how different kind of reading can be organized. The particular text has is own generic structure. Narrative text consists of orietation, complication, series of events, resolutions and reorientation. Students in teaching reading narrative text play a role as the active readers. Active readers appy some reading comprehension strategies to comprehend the text including narrative text.

2.6 Teaching Approach, Strategy, Method, Media, and Technique

1. Approach

Harmer (2001:78) stated Approach is the theories about the nature language and language learning that serve as the source of practice and principles in language teaching. Approach is

very important elements in managing students in the classroom. Approach gives the overall wisdom, ir provides direction, and sets exppectations to the teaching process.

2. Strategy

Brown (2007:119) stated strategy is spesific methods of approachteaching a problem or task, modes of operation for achieving a particular end, planned designed for controlling and manipulating certain information. Strstegy is a tool foe active, self-directed involvement that is necessary for developing communcative ability.

3. Method

Richards and Rodgers (2001:17) stated, a method is theoritically related to an approach, organized by the design, and practically realized in procedure. In ordr to have a clear understanding about method, it is necessary to include about model, approach, strategy, procedure, and technique instead of method.

4. Media

Rosyada (2008:7) stated that"Media as form of mediator use to expose an idea, mind or idea to enable the opinion received by receiver". Media in wide meaning to peope material or events which can create conditional so that students can get new knowledge, skill or attitude.

5. Technique

Brown (2001:16) stated technique is "any of wide variety of exercise, activities, or task which i used in the language classroom foe realizing lesson objective". Technique must be consistent with a method, ad therefore in harmony with an approach as well. For this researh, the write focuses of stratey in teaching reading especially about narrative text.

2.7 Strategy

Strategy is needed in teaching english. By implementing strategies, the students can understand the topic that teacher explain easily. Brown (2007:119) state strategies are spesific methods of approching a problem or task,modes of operation for achieving a particular end, planned designed or controlling and manipulating certain information.

In teacing reading there were some strategies can be used,they are:

1. Pyramid Diagram

   Solon (1990:137) stated pyramid diagram is another strategy that not only helps students recognize with concepts and details are important to remember about a topic but also help them to create a well sumarize of what they read. This strategy asks students to search out important facts and then, from those facts, draw conclusions and summary of what they read.

2. Anticipation guide strategy

   Herber (1992:45) stated anticipation guide is strategy that helps students to active prior knowledge. This strategy can allwos students to consider thoughts and opinion about variations topics in order to create an interest in the material that is being covered and to establish a purpose for reading the material.

3. Think aloud strategy

   Moreilon (2007:158) stated think aloud strategy is used by educators and students when they wish to share their thinking orally. It means that think aloud strategy is used by teacher in teaching reading. So, students will be easy to comprehend the text in learning reading.

4. REAP Strategy

Maya (2011:149) stated REAP strategy is to develop in students a greater understanding of the author's role in reading to improve reading activities. This strategy has the purpose to help student to increase their reading about content of the text. So, stdents will be easy study about reading and students will get more information to increase their kowledge by reading.

5. Contextual Redefinition Strategy

   Brassel (2011:26) stated, contextual redefinition strategy is an instructional strategy that do through structural analysis of the words to associate with other meaningful word parts. This offrs studnts specific steps for deducing the meaning of unkown (or uclear) words in reading passage. Contextual Redefinition strategy has the adantages to help students focuss on the most impotan part of the text, a necessary skill for comprehension.

2.8 The Context of Contextual Redefinition Strategy

From the Cambridge Advance Learner Dictionary the third edition (CALD3), context is the text or speech that comes immediately before and after particular phrase or a piece of text and helps to explain its meaning. Context refers to the sentence, text or literature. Contextual is formal or specialized related to the context of something. Contextually is formal or specialized to consider something in its context. Redefinition is explaining or restates the meaning of words or phrase.

Readance, bean, & baldwin (1998:26) stated contextual redefinition strategy is to assist students with contextual analysis by helping them make educated guesses related to the meaning of a specific word. I this case, contextual redefinition is a very useful and effective strategy for the students in reading narrative text because students will be better prepared to read efficiently

and proficiently about textsuch as fiction and nonfiction. Besides that,Contextual Redefinition strategy can be easily modified for most contents areas. The question in tihs strategy should follow the levels of bloom taxonomy.

O'Malley in Brown (1994; 117) defined that contextualization is placing a meaning of word in language progression. O'Malley stated that contextual redefinition strategy offers students specific steps for deducing the meaning of unknown (unclear) words in a reading passage by seeking clues from their context in a larger text selection. This strategy encourages students to focus on what is clear and obvious in a reading selection, to state, as much as is possible, the author's general intent or meaning in a passage, and to use these observations to help interpret unclear terms and ideas within the known context. Otherwise, contextual redefinition strategy calls for close attention to word order, syntax, parallel ideas, and examples as keys for predicting word meaning (Nation, 2001).

Contextual meaning is the meaning of a linguistic item has in context, for example the meaning a word has within a particular sentence, or a sentence has in a particular paragraph. Allen (2007; 1) stated that contextual redefinition strategy is a strategy in teaching of vocabulary and reading comprehension which helps students to the importance of context clues in understanding the meaning of word or concept. He added that by this way it will gives the opportunity to the students to use the variety of context clues to predict the meaning and verify the meaning.

Tierney et.al (1990) simplified that contextual redefinition strategy is one of strategies in vocabulary teaching which designed to enable students how to use context to make informed guess about the meaning of words. It is appropriate to the students at all levels who will encounter in their reading comprehension the difficult words that have available definition. Nagy

(1988; 5) stated that learning vocabulary by using contextual redefinition strategy is combine the contextual and definition of word, teacher can write a sentences and the students can figured out that sentences related to the context.

This strategy stresses the importance of context in predicting and verifying word meanings. It involves reading,writing and verifying the definition of the word in context and then in the dictiionary. It is easy to implement and requires little teacher preparation. The student is actively involved in learning the definition, rather than merely being tell about it. This strategy is used to teach new vocabulary, not to reinforce vocabulary words. Teachers must provide extensive activities for reinforcement.

2.8.1 The purpose of contextual redefinition strategy

The purpose of the contextual redefinition strategy (Readance, Bean,& Baldwin, 1998:26) is to assits students with contextual analysis by helping them make educated guesse related to the meaning of a specific word. By using the steps in the process of this stategy, students will be better prepared to read efficiently and proficiently wihout teacher assistance.

Brassel, (2010:26) stated the purpose of the strategy follows:

a. To demostrate the students the importance of using all contextual clues available to determine the meaning of unfamiliar words. It means that using context clues will make the students easy to guess the meaning of the difficult words.
b. To show the students how to mak educated guesses about the meanings of unfamiliar words utilizing context. It means that this strategy will give a new a way to know the meaning with guess the meaning of the difficult words.

c. To make students active partcipations in the discovery of new words. This strategy will make the students active because in the steps of this strategy the students can explor their idea or they can guess the meaning with their knowledge.

d. To allow the students to share their trought process with one another and understand different ways to device meaning from the text. It means that every student has the different consideration about the word that they guess. And they will seek the meaing of the difficult word together.

From the explanation above, the writer conclude that the contextual redefinition is very helpful in teaching reading, because there are many benefits in using this strategy. The contextual redefinition also can activate the students prior knowledge.

2.8.2 The Procedures of Contextual Redefinition Strategy

Readance, Bean, & Baldwin,(1998:27) stated the procedures of Contextual Redefinition strategy consist of:

1. Select unfamiliar vocabulary words from the reading.
2. Write a sentence that includes each word. The sentence should give clues to the meaning of the vocabulary word.
3. Divide sudents into small groups.
4. Present individual words to groups students. This can be done with a whiteboard or transparency, using powerpoint, or on paper. In some cases, it may help to pronounce each word for the students.
5. Instruct students to define each word based upon background knowledge, and to be prepared to explain why the definition is correct.

6. After students have finished providing their own definitions, gives each group vacabulary words in the context of how they appear in the reading.
7. If necessary, ask students to use the sentence to modify previous definitions.
8. After modifications are made, direct students to verify definition using the glossary or dictionary.

2.8.3 The Benefit of Contextual Redefinition Strategy

Contextual redefinition strategy has advantages to help students focus on the most important part of the text, a necessary skill or comprehension. According to Readance, Bean, & Baldwin, (1998:27) the Benefit of Contextual Redefinition strategy consist of:

1. Provides a structure for teaching students how to use context clues to decode and understand challenging text
2. Provides teacher flexibelity and opportunity to differentiate instruction depending uon the words given to each group
3. Facilitates a deeper understanding of the text
4. Actively engages students in the process of deliberation
5. Encouranges student collaboration
6. Prepares students for independent reading
7. Provides a framework for a civil and respectful discussion
8. Moderate aadvance preparation requred by the teacher.

2.9 The Previous Research

Syafi'I stated the researcher is requires to observe some previous researches conducted by other reseachers in which they are relevant to the research you are conducting. Besides, the writer have to analyze what the point that what focused on, inform the designs, findings and conclusions of the previous research, that of: 1. Nia Rahmawati research focused on "*The effect of using contextual redefinition strategy toward students' reading comprehension at senior high school (A study at XI Grade of SMAN1Ranah Pesisir" 15 2012.*She used quasi-experimental research design. From the research she found that using contextual redefinition strategy toward students' reading, gave good improvement to the students' reading comprehension, and this previous is affective to built this research. 2. The research was conducted by KundalDeepti B entitled *"The Effectiveness Contextual Redefinition on Vocabulary Development at the Smt.M.M Shah College of Education, Wadhwan City, Gujarat (india)* 16 2013. He used quasi-experimental research design. From the research found the effectiveness of contextual redefinition on vocabulary development. It gave good improvement to the students' vocabulary development.

The difference is the field of taking the data in students second grade of senior high school, and the second research is in College, while the field of this study is SMP. The first one focuss on Reading Comprehension has differences with research just focuss on Vocabulary Development.

This research is an experimental research and consists of two variables: they are:

1. Variable X is using Contextual Redefinition strategy (experimental class), and independent variable. Contextual Redefinition strategy refers to the teacher's strategy in teaching reading.
2. Variable Y is without using Contextual Redefinition strategy (control class), students' reading comprehension in narrative text is dependent variable. Control class is one of

the classes in experimental research used to look at the different result from the experimental class in applying a technique, strategy, way method of research. This class with be taught without using Contextual Redefinition strategy.

2.10 Conceptual Framework

Reading is the mental process readers want to take the words encoded by a writer. It really helps students easily in getting information from reading text.

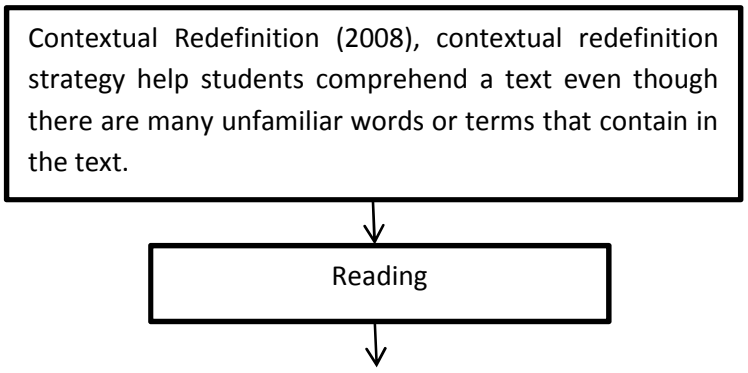
In comprehending reading, there were so many kinds of text in teaching reading, namely Narrative text, Recount text, Descriptive text etc. The writer choose narrative text in teaching reading. Thomas S. Kane (2000:363-364) stated A narrative is a meaningful seuence of events. In order to help the students easy to comprehend the texts or let the studentsachive better understanding in reading a text, it is necessary to find an effective method in teaching reading comprehension. Narrative text consist of three parts such as social function, generic structure and language features. The generic structure of narrative the involves that characte with define personalities/identifies, and creates images in readers mind and enhances the story. It also focus a text on series of action. Thomas S Kane (2000:363-364) stated a naration consist of five elements, they are:

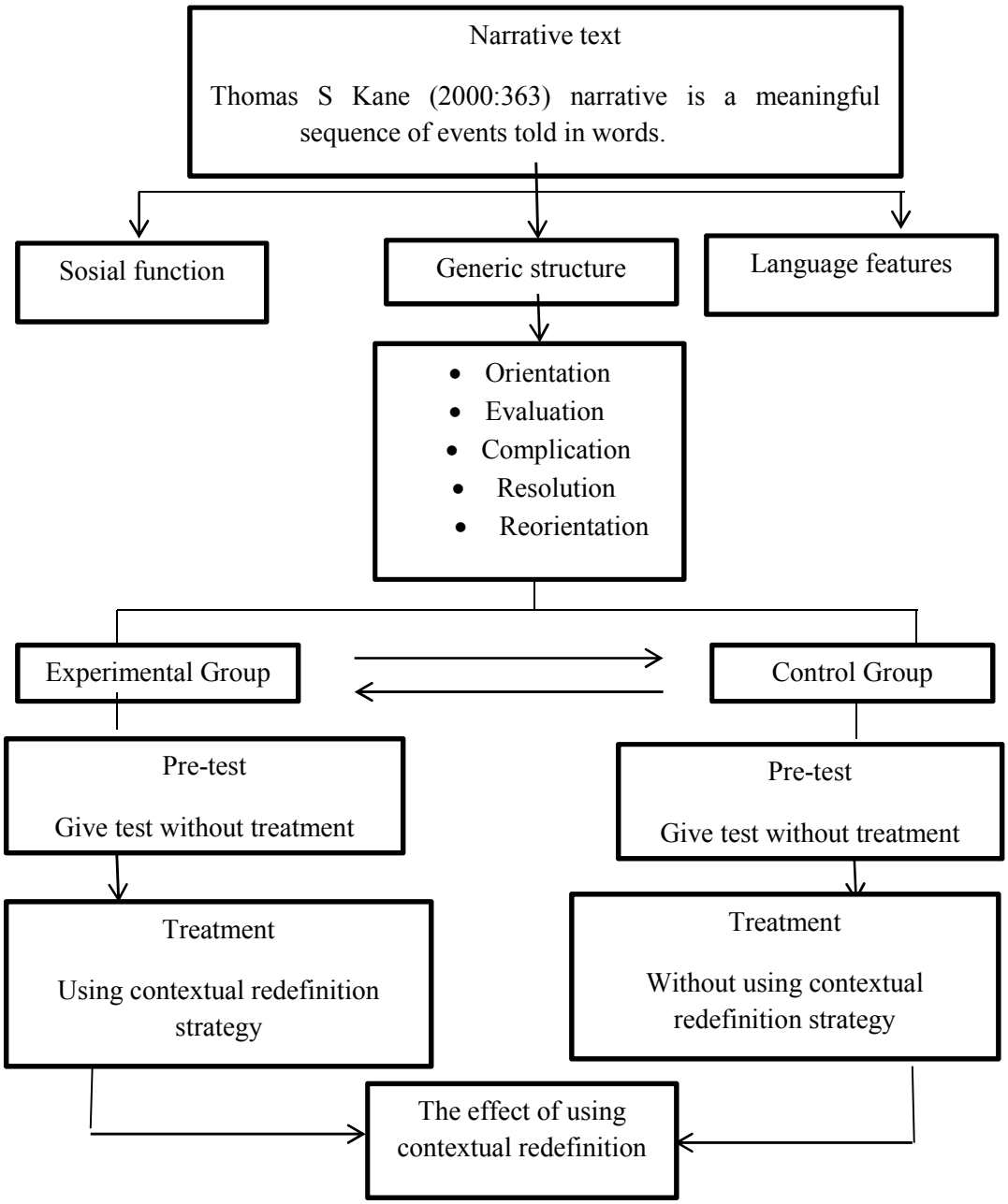
1. Orientation: sets the scane and introducs the participants
2. Evaluation : a stepping back evalute the plight
3. Complication: a crissis aries
4. Resolution : the crises is resolved, for better or for worse
5. Re-orientation : optimal

In order to comprehend the text, it related to the strategy that is used in teaching and learning process. Because of that, teacher wil be selected appropriate strategy in teaching reading

that is Contextual redefinition strategy. Teacher selects some difficult words yet to understand the text and identifies the sentences from the text where the target words appear. Teacher identifies the meaning of the words through context clues chart to students. Teacher also writes the words on the chart and pronounce it to students and then ask students to write each word on their chart and predict the meaning words through context clues such as defenition, synonyms, comparison and contrast. This also helps students write a sentence on chart if it occured a trouble in guessing the meaning of words. After that, asks students predict again meaning of the words and write it on their chart.

Figure 2.10 the Conceptual Framework of Contextual Redefinition Strategy in Reading Narrative Text





CHAPTER III

RESEARCH DESIGN

3.1 Research Design

The design of this research was experimental quantitative research. Louis Cohen (2007:126) stated, "An experimental research is one where the treatment variabel is manipulated but the groups are not equated prior to manipulation of the independent variabel". In this

research, the writer wll be use two classes to be samples, namely experimental group and control group. The experimental group was taught by particular treatment (Contextual Redefinition Strategy) to develop their reading in narrative text. While control group was makeonly a pretest and post-test without particular treatment. According to Lorraine R. Gay (2000:107), the design of this research can be illustrated as follows.

Table 3.1

The research design

Group	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O1	-	O2

Where : O1= Pre-test to Experimental Group and Control Group

✓ = Receiving particular treatment

X = Without particular treatment

O2 = Post-test for Experimental Group and Control Group

3.2 Population and Sample

The population and sample of this study will be conduct the eleventh grade of SMA N 8 Medan.

3.2.1 Population

Furchan (2004:123) stated Population is the all object of group or the events that formulated by researcher become clear. It means that population was a group of individuals that share one or more characteristics from which data was gathered and analyzed. The population of this research was the eleventh grade students of SMA N 8 Medan. There six classes IPA of the

students at the eleven grade. Each class consist of 30 students. The total number of the students are180 students, so the poulation are 180 students.

3.2.2 Sample

Sugiyoo (1997:117) stated sample is a part of the number and characteristics possessed by population. Sample was the representative of the population to be researched. This research was taken the sample by random sampling techineque. This sample wa divided into two groups, experimental and control groups. Based on the random system experimental group consist of XI IPA-4 (30 students), and control group consists of XI IPA-5 (30 students). So the total of sample are 60 students.

3.3 Instrument Of Collecting Data

In this study, the instrument for collecting the data were useda reading test. The writer would be given the multiple-choice tests from Narrative text. Each of the test consists of four options namely A,B,C, and D. The tests consits of 25 items in the form multiple choice questions, and each item weregiven score 4. The students were given a test to measure students in reading divided into two stages. The first is pre-test, it will be given before the treatment. The second is post-test, it was given after the treatment. Accroding to J. Charles Alderson (1995:211) “multiple choice questions are a comment device to testing students’ comprehension”. The test were used to know the score of students‘ in reading narrative text. There are some consideration why the writer use the multiple choice. First, it is effective to measure. Second, it is objective scoring which is practical and consitstent. Third, it consists of a relative large number of question which is needed . lastly, usually encouraged students to develop a comprehensive knowledge of practicular test. The category of score in reading test can be classified, as follows:

Table 3.2The Scale of Students’ Reading

The Score of Reading Level	Category
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

3.4 The Procedure of Research

In procedure of research, the writer will be explain the step how to apply the contextual redefinition strategy from begining after the finished to teach the students in classroom.

3.4.1 Pre-Test

The pre-test were given to both (experimental group and control group) before the treatment. The pre-test is conducted to find out the homogeneity of the sample and the mean score of each group. In this case, the teacher given the test to students. The kinds of test is a narrative text. The teacher were given to the students a text and question based on the text and the teacher ask the students to read the text and answer the questions.

3.4.2 Treatment

After the pre-test, the treatment were conducted only in experimental group. The students in the experimental group, was taught by applying contextual redefinition strategy, while control group was taught by applying convetional method. The teaching procedures can be seen in Table 3.3

Table 3.3 Teaching in Experimental Group and Control Group

Experimental Group Contextual Redefinition Strategy	Control Group Conventional Method
First meeting *Opening activity* 1. Teacher greets the students to open the class (introduction) 2. Teacher motivation the students	First meeting *Opening activity* 1. Students response the teacher's greeting 2. Students listen to the instruction

and gives instruction to the students before the test *Main activities* Pre-text 1. Teacher introduce and demonstrate Teaching reading Comperhension by applying Contextual Redefinition Strategy. First, teach er explained what is Contetxtual Redefinition Strategy itself. And then, teacher showed a text to students and analyzed it based on contextual Redefinition steps. 2. Students paid attention to the teacher's demonstration of the teaching reading comprehension by using Contextual Redefinition strategy.	and motivation from the teacher. *Main activity* Pre-text Grouping 1. Teacher divided class into cooperative groups and choose a tutor for each group. 2. Students belong to their each groups. There are 4 persons for each group.
Main activities Pre-test Closing activity 1. Teacher gives conclusion about the lesson.	*Main activities* Pre-test Closing activity 1. Students listen to the conclusion of the lesson or students can get it down on their note.
Second meeting *Opening activity* 1. Teacher greets the students to open the class (introduction) 2. Teacher motivates the students 3. Teacher reviews about narrative text. *Main activities* Treatment 1. Teacher explains about narrative text. In this case, teacher orients to contextual redef inition strategy. 2. Teacher selects some difficult words yet to understand the text. Teacher identifies the sentences from the text where the target words appear. 3. Teacher identifies the meaning of the words through context clues chart to students. 4. Teacher writes the words on the chart and pronounce it to students and then ask students to write each word on their chart. 5. Students predict meaning of the words through context clues such as definition,syonyms, comparison and contrast and then teacher helps	Second meeting *Opening activity* 1. Students response the teacher's greeting. 2. Students listen the motivation that is given by teacher. *Main activities* Treatment 1. Teacher give the text of reading material to the students. 2. Teacher read and explain the reading passage while the students should listen carefully. 3. Teacher asks the students to fnd out the difficult words from the text and look for the meaning from dictionary. 4. Teacher asks the students to translate the text and ask the students to do exercise by answer the question based on the text. 5. Teacher asks the students to tell the content of the text. 6. Teacher will give some explanation about how to differentiatethe fact and opinion.

students to write a sentence on chart if it occured a trouble in guessing the meaning of words. 6. Teacher asks students predict again meaning of the words and write it on their chart. 7. Students can use a dictionary for verification students read the text and pratice their strategy.	
Main Activities Treatment for deriving meaning of words so that they get a deeper comprehending. *Closing activiy* 1. Teacher asks the students to tell or present the result of their work. 2. Teacher and students make conclusion about the material that they have learned	*Closing activity* 1. Teacher closes the class
Third Meeting 1. Teacher greet the students and motivates them in facing post-test 2. Teacher gives the direction related to test 3. Teacher gives post-test	Third Meeting 1. Teacher greet the students and motivates them in facing post-test 2. Teacher gives the direction related to the test 3. Teacher gives post-test

3.4.3 ost-Test

After the teaching presentation, both of experimental and control group, the post-test were given to the both groups after treatment is completed. The test items in the post-test are axactly same as those in the pre-test. This post-test were used to find out the mean score of experimental group and control group. The post-test were used to know the Effect of Contextual Redefinition Stategy.

3.5 Scoring The Test

To score the test, the writer was use score ranging from 0 to 100 by counting the counting the corret answer and applying the formula:

$S=\frac{R}{N}$X 100%

Where : S= the score

R= the right answer

N= number of test items

3.6 Validity and the Reability of Instrument

3.6.1 Validity of Instrument

Validity is refers to how well a test measures what it is purposed to measure. Sugiyono(2010:2) stated to test validity construction its doing with correlate between the part of score question and total score. A test is said to be valid if the test measures what it itends to measure. Test have high validity if the result is in accordance eith the criteria. There are four types of validity namely, content validity, construct validity, concurrent validity, predict validity. The resarch will conduct with content validity.

The writer were given good text to measure the students knowledge of the test and writer were given the reading test to the students. The writer makes the best in the students reading narrative text by using Contextual Redefinition strategy.

Table 3.4Text Specification of Narrative Text

Content	Indicator	Items/lines	Kinds of text	Score
Orientation	To identify the participant setting and place in the story.	5	Multiple choise	20
Evaluation	To identify the problem is applyed or the first step of the problem.	5	Multiple choise	20
Complication	To identify the conflict crisis arises in the story.	5	Multiple choise	20
Resolution	To identify the resolve of the problem in the story and the good solution about the conflict in the story.	5	Multiple choise	20

re-orientation	To identify the resolution all of the text story and finding out the advice from the text.	5	Multiple choise	20
Total		25		100

3.6.2 Reliability of Instrument

Brennan (2001:295) stated reliability is the characteristics of score it is not about the test or the part of test. Popham (1995:21) stated realibility is the degree of which test score are from error measurement". Realibility is the degree to which an assesment tool produces and consistent results.

3.7 The Technique of Data Analysis

The writer was used t-test in order to find out the difference mean of the scores between experimental and control group as following:

1. Calculating the data from the scoring the pre-test of experimental and control group.
2. Tabulating the score of the pre-test and post-test in experimental and control groups of the students who are being treated and who are not.
3. Compare the students score from control and experimental group.
4. Testing the hypothesis by using the formula test.
5. Write the conclusion and some findings.

The test formula is as follow:

$$t=\frac{Mx-My}{\sqrt{[\frac{Dx^2+Dy^2}{Nx+Ny-2}][\frac{1}{Nx}+\frac{1}{Ny}]}}$$

where:

t = total score

Mx= mean of experimental group

My= mean of control class

Dx^2 = the deviation square of experimantal group

Dy^2 = the deviation square of control group

Nx = the sample of xperimental group

Ny= the sample of control group