


THE EFFECT OF CONTEXTUAL REDEFINITION STRATEGY (CRS) ON STUDENTS' VOCABULARY IN READING COMPREHENSION AT THE 10th GRADE OF SMK NEGERI 2 SELAYAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: August 22, 2022 Revised: September 9, 2022 Accepted: November 21, 2022 Published: December 30, 2023</p> <p>Keywords: Contextual Redefinition Strategy (CRS) Vocabulary Reading Comprehension</p>	<p>This study aims to find out whether Contextual Redefinition Strategy (CRS) was effective to enhance vocabulary at the 10th grade of SMK Negeri 2 Selayar. This research used quasi experimental design. The population of this research was the tenth-grade students of SMK Negeri 2 Selayar which consisted of 60 students. The sample of this research was 40 students taken by purposive sampling technique. The researcher used vocabulary test as the instrument of this research. Based on the research findings, the result showed that using Contextual Redefinition Strategy (CRS) was effective to enhance students' vocabulary. It is proved by the means score of post-test between experimental group and control group. The means score in experimental group before and after treatment (47.15 became 89.50) and in control group before and after treatment (44.05 became 59.40) Moreover, the findings revealed that p-value of post-test score was 0.000 with the level significance 5% (0.05). It can be concluded that p-value (0.000) < sig α = (0.05, 5%). Then, the effect size gained was 2.8. Thus, it proved that Contextual Redefinition Strategy (CRS) was effective at a strong level on students' vocabulary in reading comprehension.</p> <p style="text-align: center;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

In mastering English, an aspect that is no less important is vocabulary. The ability to communicate in English is significantly impacted by vocabulary proficiency. Because a limited vocabulary can impair communication, vocabulary knowledge is viewed as a crucial skill for foreign language learners (Rafikovna, 2021). With adequate vocabulary, of course, everyone will not be awkward interacting with strangers and becomes a benchmark for successful

communication. In addition, adequate vocabulary is not only important in communicating but is also closely related to other skills in English, such as in the aspect of reading.

Mastery of vocabulary is something that can be mastered without the application of effective learning strategies. One of the effective strategies that can be used by educators in teaching vocabulary to students, especially in reading comprehension is the contextual redefinition strategy. Contextual Redefinition Strategy (CRS) can be used as an alternative in vocabulary learning and has a significant influence on the level of vocabulary mastery. Contextual Redefinition is a teaching strategy that teaches students the value of contextual information in interpreting a concept or word's meaning (Sari, 2020). The same thing was expressed by Alashry, et al. (2018) in their research that the Contextual Redefinition Strategy (CRS) provides an effective way of introducing new vocabulary to students by providing opportunities for them to use various contextual clues so that they can predict and verify the meaning of the words given in reading comprehension activities.

Based on the above considerations, researchers are interested in conducting this research because the school where the researcher is used as the research location, namely SMK Negeri 2 Selayar, has not applied the Contextual Redefinition Strategy (CRS) in the teaching and learning process. Therefore, researcher is interested in examining the Effect of Contextual Redefinition Strategy (CRS) on Students' Vocabulary in Reading Comprehension at the 10th Grade of SMK Negeri 2 Selayar.

LITERATURE REVIEW

Contextual Redefinition Strategy (CRS) is the strategy used to help students predict and understand the meaning of new words by instructing students to choose unfamiliar vocabulary from the text and then define it with their arguments. Brassel (in Simanjuntak, 2019:30), Contextual Redefinition Strategy (CRS) is a learning strategy that involves analyzing the structure of words to them with other important elements of words. Thus, this strategy directs students to be able to recognize unfamiliar words by using the existing instructions so that the meaning in the reading can be connected and understood. In addition, Tierney, et al (in Monny et al., 2021) state that contextual redefinition is a strategy that emphasizes an important part of the reading context in predicting and verifying the meaning of words.

Oktaviani (2020) emphasized that Contextual Redefinition Strategies can be used to help students predict and understand the meaning of foreign words which can also improve

students' reading comprehension. Meanwhile, Sari (2020) finds that Contextual Redefinition Strategy can improve students' vocabulary mastery including class management as well as factors of interest, enthusiasm, participation, and attention of students. Hence, Rohman and Suwandi (2021) revealed that the Contextual Redefinition Strategy is effective in teaching vocabulary including improving reading comprehension for students who have high and low learning motivation.

Contextual redefinition strategy can help students be able to know new vocabulary not by memorizing the meaning of each word, but they make relevant estimates of unfamiliar words found according to the context of the text they read. Novitasari et al. (2020:154) investigated that in the Contextual Redefinition Strategy students will think critically by suggesting the meaning of the words they encounter so that with this strategy, students will learn new vocabulary that will aid in their comprehension of the material they are reading.

Definition of Reading Comprehension

Reading comprehension is one of the skills in learning English that is learned by the students. Reading text is not just reading, but needs the understanding of the meaning contained in the reading. According to Monarisa et.al. (as cited in Firman, et.al., 2021) defines comprehension as the process by which readers construct meaning while reading a text or after it, by combining prior knowledge and experience with remembering or anticipating social interactions and communication. Meanwhile, Oakley (in Özdemir and Akyol, 2019) stated that reading comprehension is the skill of combining background knowledge with reading texts.

Furthermore, Nurwanti et al. (2019:31) stated that with reading comprehension, students will be able to develop more thoughts in reading by directing questions to estimate what is contained in the written text. Meanwhile, Syatriana and Syam (2018) stated that reading comprehension requires understanding words by looking at the relationship between words and being able to catch what the author wants to tell. Kočiský et al. (2018) demonstrate that reading comprehension (RC) is a talent that necessitates the integration of knowledge and reasoning about events, things, and their relationships throughout entire documents.

From some of the opinions above, it can be concluded that reading comprehension is an activity or reading process that aims to understand reading as a whole include get the main

idea, be able to capture implied or explicit meaning, obtain details and facts in the reading, determine the title or topic, make comparisons or contradictions and make conclusions.

Definition of Vocabulary

English vocabulary is the basis or the foundation for students in mastering this language. Apdy and Asrifan (2018:28) reveal that vocabulary is a basic competency that students must have to be able to understand other competencies such as writing, reading, listening, and speaking. As a result, a student's vocabulary must be extensive to be proficient in English. Meanwhile, Dakhi and Fitria (2019) stated that vocabulary is used by language users to be able to express their feelings, ideas, and opinions, which are the embodiments of the human mind. Thus, we can know together that vocabulary plays an important role in the mastery of English.

In addition, Bocale (2020) defines vocabulary as a vital tool for communication and can include the literal meaning of speech in communication. Mastery of vocabulary if it can be improved properly will affect a person's skills in the language. The more vocabulary we know, the easier it will be to study and comprehend the content, whether it is spoken or written.

From some of the opinions above, the researcher can conclude that vocabulary is the first aspect that students need to have because having a lot of vocabulary will make it easy to convey information and be able to understand the meaning contained in spoken or written texts. In this case, a person must know the meaning of the word he utters, so that it is by what he thinks so that there is no gap between the words spoken or written with the meaning captured by the listener.

METHODS

The research method for this research is experimental research. The researcher used quasi-experimental with a non-equivalent control group design. This is a research study that involves two groups: an experimental group and a control group. The experimental group was taught by applying CR Strategy, while the control group with Lecture Method. This study aims to determine whether using the Contextual Redefinition Strategy (CRS) effectively improves students' vocabulary in reading comprehension to descriptive text at the 10th grade of SMK Negeri 2 Selayar.

Instrument

The instrument that employed in this research is a vocabulary test. Both the experimental class and the control class gave tests with 40 questions, especially pre-test and post-test, to collect comparative data. The students were asked to read a text, after which students asked to analyze the unfamiliar vocabulary or find something in the reading that they did not understand and predict the meaning of the words in a text, which refers to descriptive text about place.

RESULT AND DISCUSSION

RESULT

The analysis obtained from this research on the effect of contextual redefinition strategy (CRS) on students' vocabulary in reading comprehension showed a significant increase. This can be seen in the data obtained from this study using pre-test and post-test. Student progress can be seen through the data, which is described below:

1. The Students' Vocabulary Test Result in Controlled and Experimental Class

a. Descriptive Analysis

Table 1 Descriptive Statistics of Pre-Test and Post-Test of Controlled and Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Controlled Class	20	5	75	44.05	19.473
Post-Test Controlled Class	20	15	80	59.40	16.298
Pre-Test Experimental Class	20	18	88	47.15	23.313
Post-Test Experimental Class	20	83	100	89.50	5.206
Valid N (listwise)	20				

The table 4.1 shows that the means score of pre-test score from controlled class (X ATPH) with using lecture method is 44.05. With minimum score 5 and maximum score 75. Meanwhile, the means score of post-test is 59.40, with minimum score 15 and maximum score 80.

In experimental class (X TKJ) using CR Strategy, the result of pre-test was found that the means value was 47.15, which minimum score 18 and maximum score 88. Meanwhile, the means value of the post-test result is 89.50, with minimum score 83 and maximum score 100. Because all these numbers are large numbers, it is concluded

that the distribution of data from the pre-test and post-test results of both classes is varied.

In order to see the improvement percentage of controlled and experimental class clearly, the researcher provides the table below:

Table 2 The Improvement Percentage of Students' Score in Both Classes

Indicator	Means Score		Means Score	
	Controlled Class		Experimental Class	
	Pre-test	Post-test	Pre-test	Post-test
Noun (Countable Noun)	24.04	31.24	25.13	46.35
Verb (Action Verb)	20.01	28.16	22.02	43.15
Vocabulary	44.05	59.4	47.15	89.5
Improvement	34.84%		89.81%	

From the table 4.2, it is known that the students' vocabulary means score of pre-test and post-test in controlled and experimental class has significant improvement from vocabulary. Means score of pre-test in controlled class was 44.05 and post-test was 59.4. The improvement of pre-test to the post-test was 34.84%. It means that the target to improve students' vocabulary without using CRS or using lecture method has been reached.

Meanwhile, the chart above also shows that the students' vocabulary means score of pre-test in experimental class was 47.15 and post-test was 89.5. The improvement of pre-test to the post-test was 89.81%. It means that the target to improve students' vocabulary without CR Strategy has been reached.

b. The Rate Percentage of Students' Score in Controlled and Experimental Class

The rate percentages of the students' pre-test and post-test scores were presented in the following table:

Table 3 The Rate Percentage of Pre-test and Post-test Score in Controlled and Experimental Class

No.	Classification	Score	Controlled Class				Experimental Class			
			Pre-test		Post-test		Pre-test		Post-test	
			F	%	F	%	F	%	F	%

1.	Excellent	95-100	0	0%	0	0%	0	0%	3	15%
2.	Very good	85-90	0	0%	0	0%	1	5%	14	70%
3.	Good	75-80	2	10%	3	15%	3	15%	3	15%
4.	Fairly Good	65-70	1	5%	7	35%	1	5%	0	0%
5.	Fair	55-60	2	10%	4	20%	2	10%	0	0%
6.	Poor	45-50	4	20%	3	15%	2	10%	0	0%
7.	Very poor	0-40	11	55%	3	15%	11	55%	0	0%
Σ			20	100%	20	100%	20	100%	20	100%

The table 3 showed that in **controlled class**, the pre-test which was done before treatment, which 2 students (10%) who belonged to 'good' category, 1 student (5%) who belonged to 'fairly good' category, 2 students (10%) who belonged to 'fair' category, 4 students (20%) who belonged to 'poor' category and 11 students (55%) who belonged to 'very poor' category. While, in the post-test after the treatment (lecture method) was given, from 20 students, there was 3 students (15%) who belonged to 'good' category, 7 students (35%) who belonged to 'fairly good' category, 4 students (20%) who belonged to 'fair' category, 3 students (15%) belonged to 'poor' category and 3 students (15%) belonged to 'very poor' category.

Meanwhile in the **experimental class**, in pre-test which was done before the treatment, from 20 students, there was 1 student (5%) who belonged to 'very good' category, 3 students (15%) who belonged to 'good' category, 1 student (5%) belonged to 'fairly good' category, 2 students (10%) who belonged to 'fair' category, 2 students (10%) who belonged to 'poor' category and 11 students (55%) who belonged to 'very poor' category. In other side, in post-test that done after the treatment (CRS), from 20 students, there was 3 students (15%) who belonged to 'excellent' category, 14 students (70%) belonged to 'very good' category and 3 students (15%) who belonged to 'good' category. Based on the result, it can be concluded that the rate percentage in the post-test experimental class was higher than the rate percentage of post-test in controlled class.

c. Normality Test

Table 4 Normality Test of Pre-Test and Post-Test in Both Classes

Tests of Normality		
Class	Kolmogorov-Smirnov ^a	Shapiro-Wilk

		Statistic	df	Sig.	Statistic	df	Sig.
Students'	Pre-Test Controlled Class	.130	20	.200*	.962	20	.577
Vocabulary	Post-Test Controlled Class	.137	20	.200*	.918	20	.090
Competence	Pre-Test Experimental Class	.199	20	.037	.899	20	.039
	Post-Test Experimental Class	.156	20	.200*	.917	20	.088

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table 4, it is known that the normality significance of pre-test in controlled class is 0.200. Meanwhile, in experimental class gained 0.037significance in pre-test. It means that the data in both classes are normally distributed because the significance showed is higher than $\alpha = 0.05$ ($0.200 > 0.05$; $0.037 > 0.05$)

Moreover, the result of post-test reveals that the normality significance for both classes is same (0.200). The results indicate that the data are also normally distributed because both classes have significance more than $\alpha = 0.05$ ($0.200 > 0.05$; $0.200 > 0.05$).

d. Paired Sample T-Test

Table 5 Paired sample T-Test of Pre and Post-Test in Controlled and Experimental Class

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-Test Control Class - Post-Test Control	-15.350	9.477	2.119	-19.785	-10.915	-7.243	19	.000
Pair 2	Pre-Test Experimental Class - Post-Test Experimental	-42.350	19.115	4.274	-51.296	33.404	-9.908	19	.000

Based on the table 5, output **Pair 1** obtained sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the means score of students' vocabularies for the controlled class pre-test and controlled class post-test.

Furthermore, based on the output of **Pair 2** obtained sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the means score of students' vocabularies for the experimental class pre-test and experimental class post-test. In conclusion, based on the result of T-Test above, it means that Contextual Redefinition Strategy is effective to use in improving the students' vocabulary in reading comprehension.

e. Homogeneity Test

Table 6 Test of Homogeneity of Variances Post-Test in Controlled and Experimental Class

Students' Vocabulary Competence			
Levene Statistic	df1	df2	Sig.
12.089	1	38	.001

Based on table 4.6, it shows that the significance post-test score both of controlled and experimental class is 0.001. This indicates that the data in both classes are different or not homogeneous/heterogeneous because the significant value is lower than $\alpha = 0.05$ ($0.001 < 0.05$).

f. Test of Hypothesis

Table 7 Independent Sample Test of Post-Test in Controlled and Experimental Class

Independent Samples Test									
Levene's Test for Equality of Variances		t-test for Equality of Means							
F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
							Lower	Upper	

Post-Test	Equal variances assumed	12.089	.001	7.868	38	.000	30.100	3.826	22.355	37.845
	Equal variances not assumed			7.868	22.838	.000	30.100	3.826	22.183	38.017

Table 7 shows that from the independent sample test of post-test obtained *p-value* or (*2-tailed*) = 0.000. it means that the score is lower than the determined significant value 0.05. From the result, it proved that the null hypothesis is rejected and the alternative hypothesis is accepted because the *p-value* (0.000) is lower than $sig \alpha = 0.000 < 0.05$. In other words, there is an effect of implementing Contextual Redefinition Strategy (CRS) on students' vocabulary mastery in reading comprehension.

CONCLUSION

Based on the researcher findings and discussion in the previous chapter and looking at the result of the research, the researcher can conclude that after conducting the treatment and obtaining the result, it revealed that Contextual Redefinition Strategy (CRS) is effective to improve students' vocabulary in reading comprehension. The gained score of students in both classes were also improved. The students' means score of post-tests in experimental class is (89.50) which is higher than the means score of students' post-tests in controlled class (59.40). The statistical calculation from independent sample t-test shows that Sig. (*2-tailed*) (*p*) is 0.000 while alpha (α) is 0.05 (5%). In short, $p < \alpha$ ($0.000 < 0.05$), it indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. From the calculation of the effect size which refers to Cohen's *d* formula which to know the extent of the effectiveness of the strategy, it is found that the effect size of the study was 2.8. It can be inferred that the level effect ranged is at a strong level. In conclusion, the research had proved that Contextual Redefinition Strategy (CRS) was strongly effective on students' vocabulary in reading comprehension at the 10th grade of SMK Negeri 2 Selayar in academic year 2021/2022.

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