

**AN UNDERGRADUATE THESIS**

**THE ANALYSIS OF TWO PRE-READING STRATEGIES:  
CONTEXTUAL REDEFINITION AND WORD LIST  
IN EFL LEARNERS READING COMPREHENSION ABILITY  
AT THE TENTH GRADERS MA MAARIF 06 SEPUTIH RAMAN**

By:  
DWI PURNAMASARI  
Student Number: 1501070044



**Tarbiyah and Teacher Training Faculty  
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1441 H / 2020 M**

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Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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CONTEXTUAL REDEFINITION AND WORD LIST IN EFL  
LEARNERS READING COMPREHENSION ABILITY AT THE  
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*Wassalmu'alaikum Wr. Wb*

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LEARNERS READING COMPREHENSION ABILITY AT THE  
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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**RATIFICATION PAGE**

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An undergraduate thesis entitled: THE ANALYSIS OF TWO PRE-READING STRATEGIES: CONTEXTUAL REDEFINITION AND WORD LIST IN EFL LEARNERS READING COMPREHENSION ABILITY AT THE TENTH GRADERS MA MAARIF 06 SEPUTIH RAMAN written by: Dwi Purnamasari, Student Number 15010044, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, July, 6<sup>th</sup> 2020 at 09.30 – 11.30 a.m.

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## **ABSTRACT**

### **THE ANALYSIS OF TWO PRE-READING STRATEGIES: CONTEXTUAL REDEFINITION AND WORD LIST IN EFL LEARNERS READING COMPREHENSION ABILITY AT THE TENTH GRADERS MA MAARIF 06 SEPUTIH RAMAN**

**By :**

**DwiPurnamasari**

The objectives of this research are to determine the difficulties faced by the students in reading at the tenth graders of MA Maarif 06 Seputih Raman, and to analyze two-pre reading comprehension strategies: contextual redefinition and word list strategies in reading learning.

This research used descriptive qualitative research. The primary data of this research were taken from 22 students of class X IPS 1 MA Maarif 06 Seputih Raman. The data were collected by observation, documentation and interview techniques.

The findings of this research indicated that there are some difficulties faced by the students, namely low pronunciation, lack of motivation in learning, and limited vocabulary mastery so that it affected students in understanding reading. Based on the problems, the teacher used two pre-reading strategies: contextual redefinition and word list to help students understood the contents of a reading text. Based on the results of the analysis data, it could be concluded that two-pre reading strategies: contextual redefinition and word list could help students in understanding a reading text, increased vocabulary mastery, and increased students motivation in reading.

*Keywords: reading comprehension, contextual redefinition, wordlist, EFL*

## **ABSTRAK**

### **ANALISIS DUA STRATEGI PRABACA CONTEXTUAL REDEFINITION AND WORD LIST PADA KEMAMPUAN MEMBACA PEMAHAMAN PEMBELAJARAN ENGLISH AN A FOREIGN LANGUAGE (EFL) DI KELAS X MA MAARIF 06 SEPUTIH RAMAN**

**Oleh:**

**DwiPurnamasari**

Tujuan-tujuan dari penelitian ini adalah untuk mengetahui kesulitan yang dihadapi siswa kelas X MA Maarif 06 Seputih Raman, dalam membaca pemahaman dan untuk menganalisis strategi two-pre reading comprehension strategies : contextual redefinition and word list dalam pembelajaran reading.

Penelitian ini menggunakan jenis penelitian deskriptif kualitatif. Data primer dari penelitian ini diambil dari 22 siswa kelas X IPS 1 MA Maarif 06 Seputih Raman. Data dikumpulkan dengan teknik observasi, dokumentasi dan wawancara.

Temuan penelitian ini menunjukkan bahwa terdapat beberapa kesulitan yang dihadapi siswa yaitu : rendahnya pengucapan, motivasi belajar, dan penguasaan kosakata sehingga mempengaruhi siswa dalam memahami suatu bacaan. Dari permasalahan tersebut guru menggunakan two-pre reading strategies: contextual redefinition and word list untuk membantusiswa dalam memahami isi suatu teks bacaan. Berdasarkan hasil analisis, dapat disimpulkan bahwa two-pre reading strategies: contextual redefinition and word list dapat membantu siswa dalam memahami suatu teks bacaan, menambah kosakata, dan meningkatkan motivasi belajar siswa.

*Kata kunci: reading comprehension, contextual redefinition, wordlist, EFL*



## STATEMENT OF RESEARCH ORIGINALITY

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State that this undergraduate thesis is originally the result of the researcher's research, in exception in certain parts which are excerpted from the bibliography mentioned.

Metro, July 02<sup>nd</sup> 2020

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Peneliti,



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## MOTTO

وَأَنْتُمْ لَا تَسْتَأْذِنُونَ إِلَّا مَا سَعَىٰ

“And that man hath only that for which he maketh effort”

*(dan bahwasanya seorang manusia tiada memperoleh selain apa yang telah diusahakannya)*

(Quran Surat An-Najm Ayat 39)

## DEDICATION PAGE

*This undergraduate thesis is especially dedicated to:*

*My beloved parents, Mr. Sutrisno and Mrs. Suparmi who always pray, support,  
love, and believe me endlessly.*

*My beloved brothers who always support me in any circumstances.*

*My beloved Almamater of State Institute for Islamic Studies of Metro.*

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In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher would like to say thanks to:

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9. All of my beloved friend in PMII Metro and community UmbulTeduh, thanks for your support, knowledge, and experiences.
10. All of my beloved friends who cannot be mentioned one by one.

As human being, the researcher realized that this undergraduate thesis still has weaknesses. The researcher do apologizes for all mistakes that have been made in this writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, July 02<sup>nd</sup> 2020

The researcher,



**DWI PURNAMASARI**

**NPM. 1501070044**

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Reading is one of the basic skills that are closely related to the basic skills of human being is speaking. By using language, humans can communicate with each other, especially in the era of information and communication as now the development of science and technology is developing very rapidly. Various information are delivered in a variety of media and one of them is written media such as books, magazines, newspapers and more. Following the development of reading ability is required.

In addition, to follow the development of science and technology, reading is the basic skill that is needed to be mastered to be able to follow all the activities in the learning process. The success of the students in learning process is strongly influenced by ability its reading competence. Therefore, learning to read has an important and strategic role in the learning process at school.

Teaching reading aims to enable students to understand the message, basically not an easy learning activity. Many things become a problem when we read so that we have difficulty in understanding the content of a text. Reading is not only stop at the introduction of the form, but also it should be up to the introduction in stages meaning of the forms were read. Meaning of

significance of reading is closely related to the intent, purpose or intensiveness in reading. Their difficulty in reading and comprehension result in the inability to capture messages in written form, whereas almost all the subjects of the message conveyed through (letters, numbers, and other symbols).

Related to the problems written above, the writer has conducted pre-survey to find out the problems of student reading at MA Ma'arif 06 Seputih Raman. The pre-survey was carried out on March 06<sup>th</sup> 2020. The pre-survey results was illustrated in the following table:

**Table 1.1**  
**Data of Pre-survey Result**  
**Reading Comprehension Ability Of the English Tenth Graders**  
**At MA Ma'arif 06 Seputih Raman**

No.	Student Names	Grade	Criteria
1	ADP	50	Complete
2	AWD	70	Incomplete
3	AMH	70	Complete
4	AKT	70	Incomplete
5	AWR	60	Incomplete
6	ASW	80	Complete
7	CFA	40	Incomplete
8	DHV	80	Incomplete
9	FPD	70	Incomplete
10	GFS	60	Complete
11	HYL	50	Incomplete
12	ISP	60	Incomplete

13	ISI	50	Complete
14	NJH	40	Incomplete
15	SPM	60	Incomplete
16	SYI	30	Incomplete
17	TFF	40	Complete
18	WAF	60	Incomplete
19	YRW	40	Incomplete
20	DWY	70	Complete
21	DSA	90	Incomplete
22	OFR	30	Complete

\*based on KKM 75

The results of the tenth grades students' reading comprehension at MA Ma'arif 06 Seputih Raman are categorized based of the English subject Minimum Mastery Criteria (MMC), namely 75. The results of the categorization among the tenth graders students at MA Ma'arif 06 Seputih Raman is shown in the following table :

**Table.1.2**

**Categorization of Reading Comprehension**

**Among the Tenth Grades At MA Ma'arif 06 Seputih Raman**

No.	Grade	Frequency	Percentage	Criteria
1	$\geq$ KKM(75)	3 students	13,6 %	Complete
2	$\leq$ KKM(75)	19 students	86,4 %	Incomplete
		22 students	100%	

Based on the results of pre-survey, the lack of understanding of reading comprehension ability among the tenth graders was caused by the weak vocabulary and understanding of the context in reading a



text. This caused the students are difficult to understand the content or the message delivered in a reading text.

According to the explain teacher, the students in class X IPS 1 had a bit much to know the vocabularies that consist of several types of words such as; noun, verb, adjective, adverb, numbers and some place and time information. According to the explain students, knowledge in vocabulary the students should be able to understand the content of simple reading, but they are still difficult to understand the content of the text. The teacher stated that teach reading difficulty in the learning process, especially in understanding the content of reading and eventually learning to read has been repeated so that the material difficult to develop, et alone to provide new material”.

From the explanation above, it is foreseeable that students’ difficulties in understanding the content of reading due to their limitation in meaning of words and sentence so they are difficult to understand the content of reading as a whole text. In addition, the difficulty in understanding content of reading student allegedly due to lack of varied use learning strategies in reading. During this time in learning to read, the teacher just explain the big words that have not understood its meaning by students. In the first stage the students were given the task to take turns reading the text read and after reading the text, students are only required to answer the questions. This kind of the students’ learning process the students do not patterns of

relationships between ideas in the passage.

Dealing with the problems experienced by students of class X IPS 1, the students need for an effective effort in the teaching of reading. One effort that can be done in the teaching reading using strategy in learning. Using an interesting or different strategy able to attract students to learn to understand the contents of the reading text. The use of strategy looks for context and creates a vocabulary list to make students understand the meaning of reading easily. In addition, students are able know the context of reading , students also know the vocabulary.

Based on the descriptions above, the writer seeks to implement strategies to understand the context and make list of vocabulary in the teaching reading comprehension. In this case I will conduct qualitative research in the form of qualitative descriptive to implement contextual redefinition and word list strategy in teaching reading.

## **B. Research Question**

Based on the pre-survey, the writer formulates the research question of students reading comprehension ability among the tenth graders at MA Ma'arif 06 Seputih Raman, as follows :

1. What are the difficulties faced by the students in reading comprehension ability?
2. Can two pre-reading contextual redefinition strategy and word list strategy help students in reading comprehension?

## **C. Objective and Benefit of the Study**

### **1. Objective of the study**

Derived from the problem formulation above, the study aims at:

- a. To identify of difficulties faced by students in reading comprehension at the tenth graders of MA Ma'arif 06 Seputih Raman.
- b. To know if two pre-reading contextual redefinition strategy and word list strategy can help students in reading comprehension.

### **2. Benefits of the Study**

Commonly, this research is aimed to be information in decreasing students difficulties in reading comprehension of recount text. Specially this research aims:

- a. Theoretically, it contributes an additional knowledge for the students and teachers to decrease the difficulties that found in reading comprehension.
- b. Practically, there will be at least three kinds of practically benefits, they are:

#### 1) For the English Teacher

The result will give advantages for the English teacher to decrease the difficulties in reading comprehension.

#### 2) For the Students

The writer hopes the students can be good reader, especially student in MA Ma'arif 06 Seputih Raman.

### 3) For the Further Researcher

The result can be used as a reference of our experience in teaching and learning process and also as a consideration for other writers to conduction further studies.

#### **D. Prior Research**

The research will consider a prior research associate with the strategy two pre-reading: contextual redefinition and word list in the reading comprehension. In this study the writer takes a previous study as comparison for the study.

First prior research was done by NikaAsri, with the title “The analysis of two pre-reading comprehension strategies: contextual redefinition and word list in EFL learners’ reading comprehension”. This research aims to examine which of the two pre-reading strategies, contextual redefinition or word list, is more effective for EFL learners’ reading comprehension. The research design used in this study was counterbalanced design, that involved two intact classes at eight-graders in a junior high school in Bandung were chosen to be analyzed. Based on the result of the study revealed that contextual redefinition was more effective to be used than word list as pre-reading strategy in reading comprehension.<sup>1</sup>

The second prior research was done by OktaFeronika who conducted a study entitled “The Effect Of Using Contextual Redefinition Strategy On students’ Comprehension in Reading Narrative text At Senior High School 1 TambusaiRokanHulu Regency”. The purposes of this research were to find

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<sup>1</sup>NikaAsri, “The Analysis Of Two Pre-Reading Comprehension Strategies: Contextual Redefinition And Word List In EFL Learners’ Reading Comprehension”, *Journal of English And Education*, volume 1, number 2(2013):1

out the information about the students' reading comprehension in narrative text by using contextual redefinition strategy. This research was an experimental research. The type of the research was a quasi experimental research. The writer used quasi non equivalent design, that involved two classes as sample that consisted of 30 students at senior high school 1 tambusairohulu regency. The technique of collecting data was test and the technique of data analysis used independent sample. Based on the result of the study revealed that contextual redefinition effective in narrative text reading comprehension.<sup>2</sup>

The third prior research was done by SofiHidayati with the title entitled "The Effectiveness Of Using Contextual Redefinition Pre-Reading Strategy Towards Students' Reading Comprehension". This research aims to find out of effectiveness using contextual redefinition pre-reading strategy at junior high school 3 Kedungreja. This research used experimental design. The population of this research was 157 students. The sample of this research was 62 respondent. Based on the result of the study revealed that contextual redefinition effective towards students reading comprehension was accept.<sup>3</sup>

This research proposal is and titled "An analysis of two pre-reading comprehension strategies: contextual redefinition and word list in EFL learners' reading comprehension". It has purpose, such as : To identify of

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<sup>2</sup>OktaFeronika, Thesis "The Effect Of Using Contextual Redefinition Strategy On students' Comprehension in Reading Narrative text At Senior High School 1 TambusaiRohanHulu Regency" (PekanBaru : UIN SUSKA RIAU, 2014).

<sup>3</sup>SofiHidayati, Thesis "The Effectiveness Of Using Contextual Redefinition Pre-Reading Strategy Towards Students' Reading Comprehension" (Purwokerto :UniversitasMuhamadiyah, 2017).

difficulties faced by students in reading comprehension at the tenth graders of MA Ma'arif 06 Seputih Raman, To know the reasons of the students difficulties in reading comprehension at the tenth graders of MA Ma'arif 06 Seputih Raman, To know how to overcome the students difficulties in reading comprehension by using strategy two pre-reading: contextual redefinition an wordlist at the tenth graders of MA Ma'arif 06 Seputih Raman. According this research the writer will conduct descriptive qualitative research by involving 22 participant of class X IPS 1 of MA Ma'arif 06 Seputih Raman.

In line with prior research above, it can be inferred that the similarities between this study and the prior research are using same strategies in teaching reading, and the case study. In contrast this study and the prior research as differentiation, such as different research location, research method and the number of participants.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Reading Comprehension Ability

##### 1. The Concept of Reading

###### a. The Definition of Reading Ability

According to Nunan, Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>4</sup> It means, Reading is skill to read about the text, which one, we must change the words that just written before be a sound, because this is something who make someone can be known, is there can be read and understanding or not about meaning of text.

According Harmer, states reading is useful for language acquisition.<sup>5</sup> It means Reading is important activity to make a student get the information such as vocabulary knowledge.

According to Brown, reading is will be developed best in association with writing, listening, and speaking activities.<sup>6</sup> It means that reading should be better if it is combined with another English skills. Reading process should be related to writing, listening and

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<sup>4</sup>David Nunan, *Practical English language Teaching: Young Learners* (New York:McGraw- Hil ESL/ELT, 2005), p. 69

<sup>5</sup>Jeremy Harmer, *How To Teach English*, (Cambridge: Longman, 1998), p.99

<sup>6</sup> H. Douglas Brown. *Teaching by Principle, An Interactive Approach to Language Padagogy*,( London: Pearson Education. 2001), p.298

speaking activities. Reading is laborious process during which they analyze individual phrase and structures, look up new words in the dictionary, repeatedly read sentences and even memorize extended passage of text.

Reading is an extraordinary complex activity, involving all sorts of mental processes that enable us to recognize written words and to make sense of the texts and print we read including media texts and new technologies.<sup>7</sup> It means that in reading activities it is very necessary to recognize new words in a text both in printed and visual form. The reading must be a temporary print including the social understanding of reading as unrecognizable, meaningful and different activities.

Based on the definitions about it can be conclude that reading is the skill to understand a word and the context of written ideas to be able to deduce the contents of a reading that the author wants to convey to the reader.

## **b. The Purpose of Reading**

### 1) Reading to search for simple information

Reading to search for simple information is a common reading ability. It is used so often in reading that it is probably best seen as a type of reading ability. In reading to search, we typically

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<sup>7</sup> David Whitebread, *The Psychology of Teaching and Learning In The Primary School*, (New York, Taylor & Francis E-Library, 2001),P.165



scan the text for a specific word, or a specific piece of information, or a few representative phrase.<sup>8</sup> So when we read some information we read based on our ability to facilitate using finding simple information.

## 2) Reading to Skim Quickly

Reading to skim quickly is a combination of strategies for guessing where important information might be located in the text.<sup>9</sup> In the search for information in the form of a list, reading skimming techniques can facilitate searching some information in the text through technique of reading scan. Examples such as the search for a list of phone number or read the list of names of absent students.

## 3) Reading to Learn from Text

Reading to learn from text requires abilities to:

- a) Remember main ideas as well as a number of details that elaborate the main supporting ideas in the text.
- b) Recognize the information in the text.
- c) Link the text to the reader's knowledge base.<sup>10</sup>

So through reading, we can get information from a text or paragraphs that can facilitate us in learning.

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<sup>8</sup> William Grabe, *Reading In Second Language*, (New York; Cambridge University Press, 2009),P.6

<sup>9</sup>*Ibid*,p.7

### **c. Reading for General Comprehension**

When accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in inferring a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.<sup>11</sup> So comprehension requires the reader to be an active constructor of meaning. Reading research has demonstrated that readers do not simply “perceive” the meaning that is the text.

### **d. Principles for Teaching Reading**

The following principles can guide the design and practice of a reading program. For another list of principles, see Williams (1986).<sup>12</sup>

- 1) Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes of reading to search for information(including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to criticize texts, and reading to write.
- 2) Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading

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<sup>11</sup> *Ibid*,p.8

<sup>12</sup>Nation, I.S.P. Teaching ESL/EFL Reading and Writing ESL & Applied Linguistic Professional Series. (New York : First Published,2009).p.6

simplified material at a range of levels, particularly extensive reading of graded readers.

- 3) Reading should be used as a way of developing language proficiency. Learners should read with 98 percent coverage of the vocabulary in the text, so that they can learn the remaining percent through guessing from context.

## 2. Definition of Comprehension

Elizabeth assumes that comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.<sup>13</sup> It means that comprehension is not only read the text but also understanding the meaning from text.

According Koda in Grabe states that comprehension occurs when the reader extracts and integrates various information from a text, and combines it with what is already known.<sup>14</sup> It means that the reader combines the knowledge and the information they have obtained.

Comprehension is as the process by which a person understand the meaning of the written or spoken language.<sup>15</sup> It means in reading other than knowing the meaning of a word, one must also understand the meaning written in the reading text.

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<sup>13</sup> Elizabeth S. Pang et al., *Teaching Reading* (Chicago: International Academy of Education, 2003), 14.

<sup>14</sup>Grabe William, *Reading in a Second Language: Moving from Theory to Practice* (New York:Cambridge University Press, 2009),

<sup>15</sup>Jack Richards, John Platt, and Heidi Weber.*Longman Dictionary of Applied Linguistics*.(England: Longman, 1998), p.558

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story.<sup>16</sup> It means in reading increased mastery of components in reading is needed to be easier to understand.

It can be understood that comprehension is process of understanding various information of spoken and written language.

Comprehension is ability that can be differentiated into the levels. Clymer in Brasswell and Rasinski described three levels of comprehension that are important and needed to be fostered.<sup>17</sup> They are;

a. Literal Comprehension

The primary step in reading comprehension is identifying facts directly stated in the passage. It is seen as the first level of comprehension. It is the simplest form of locating information in texts because the information is stated directly in the text. Questions assessing literal comprehension skills examine how well students can identify and understand information that is directly stated in a text. This idea is supported by Clymer who stated that literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text.

b. Inferential Comprehension

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<sup>16</sup> Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies*, (New Jersey: Lawrence Erlbaum Associates, 2007), p. 3

<sup>17</sup> Danny Brasell and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension* [Electronic Book]. Shell education, 2008. p. 16

Inferential comprehension is comprehension that involves using reasoning- drawing conclusions about the relationships between or among bits of information that are not explicitly stated. It requires relating background knowledge to what is read or applying knowledge about text structure to aid comprehension. It refers to the ability of a reader to take the information that is inferred or implied within the text.

c. Critical Comprehension

Critical comprehension requires readers to make judgments about what they are reading based on an evaluation of several text-grounded factors, the determination is fact not opinion, the objectivity of the author, and whether or not the text is believable.

### 3. Definition of Reading Comprehension

Reading comprehension abilities are quite complex and they vary in numerous ways depending on tasks, motivations, goals and language abilities.<sup>18</sup>

According to Gary Wolley, Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.<sup>19</sup> It means, reading

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<sup>18</sup>W. Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (England: Pearson Education, 2002), p. 13

<sup>19</sup> Gary Wolley, *Reading Comprehension and Assisting Children with Learning Difficulties* (New York, Springer Science+Business Media B.V, 2011), p.15.

comprehension is reading to understand the whole text and develop representations of meaning of the text ideas during the reading process.

According to William Grabe and Fredricka L. Stoller, Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.<sup>20</sup> It means reading comprehension is a very complex activity in understanding the reading by translating vocabulary, and looking for the main idea of a text.

According to Danny Brassell, Reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding. The following examples illustrate how readers can show they understand what they read.<sup>21</sup>

Reading comprehension is an active process, directed by intentional thinking that allows young readers to make connections between their thinking processes, the textual content, and their own knowledge, expectations, and purposes for reading.<sup>22</sup> It means, reading

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<sup>20</sup> William Grabe and Fredricka L. Stoller, *Teaching and...*, p. 29

<sup>21</sup> Danny Brassell and Timothy Rasinski, *Comprehension that Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension*, (Oceanus : Shell Education Press, 2008), p. 18

<sup>22</sup> Cathy Collins Block, et al., *Comprehension Process Instruction Creating Reading Success in Grades K-3*, (New York: The Guilford Press, 2004), p. 3

comprehension is honing students' reasoning thinking by understanding the content and purpose of what is read.

Based on the definitions about it can be conclude that reading comprehension is the ability to process text, understand the purpose of the text and integrate with the reader knows. The ability of individuals to understand texts is influenced by their abilities and ability to process information.

Ability is defined is as a latent trait inferred from consistencies in patterns of individual differences across tasks.<sup>23</sup> It means that each person has different abilities in doing some things.

Ability is defined in terms of performance on a particular task or class of tasks. According to Widgor and Garner define ability as "systematic observation of performance on a task."<sup>24</sup> It means that ability is how well a person performs a defined task if he does his best.

Abilities are innate profiles of biopsychological potentials representing coordinated profiles of individual intelligences. In our framework, these potential (or unrealized) abilities define a space of possible competencies (which are realized abilities).<sup>25</sup> It means that intelligence that has an individual that can be realized in action.

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<sup>23</sup> David F. Lohman, *Issues in the definition and measurement of abilities* (Paper presented at the Second Spearman Seminar, University of Plymouth, July 14, 1997),p.7

<sup>24</sup> *Ibid*,p.8

<sup>25</sup> Robert J. Sternberg and Elena L. Grigorenko, *The Psychology of Abilities, Competencies and Expertise*, (United Stated of Amerika: Cambridge University Press, 2003),p. 142

Based on the explanation above, we can say that ability concern with that someone performs and do best. Learning ability of the students is realized in the form of score. In the other word, student's ability is done by students especially to increase their skill.

#### **4. The Definition of Contextual Redefinition**

Contextual Redefinition strategy is to assist students with contextual analysis by helping them make educated guesses related to the meaning of a specific word.<sup>26</sup> In 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 text.

Contextual redefinition is teaching strategy that helps students learn the importance of context clues in understanding the meaning of a word or concept. contextual redefinition provide way to introduce new vocabulary words to your students and gives the students opportunity to use a variety of context clues to predict and verify meaning.<sup>27</sup> That is, this strategy makes it easier for students to know the meaning and can add vocabulary. This strategy can be applied in some types of the text such as fiction and nonfiction

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<sup>26</sup>Judi TiltonBurnner. *Idon't Get It Helping Students Understand What They Read.*(Estover Road The Rowman& Littlefield Publishing Group).P 4

<sup>27</sup>Janet Allen, *Inside Words: Tools For Academic Vocabulary, Grades 4-12.* (Stenhouse Publishers.2007),p.31



Based on the definitions about it can be concluded that contextual redefinition is a teaching reading strategy that helps students in guessing a meaning of specific word or concept. It helps students to get new vocabularies, to predicate and verify the meaning of a text.

Besides that, Contextual Redefinition strategy can be easily modified for most contents areas. The question in this strategy should follow the levels of bloom taxonomy.

a. Teaching Procedures of Contextual Redefinition Strategy

The procedure of Contextual Redefinition:

- 1) Select unfamiliar vocabulary word from the reading.
- 2) Write a sentence that includes each word. The sentence should give clues to the meaning of the vocabulary.
- 3) Divide students into small group.
- 4) Present individual word to group of students.
- 5) Instruct students do 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 definition, give each group vocabulary word in the context of how they will appear in the reading. If necessary, ask students to use the sentence to modify previous definitions.

By using the steps in the process of this strategy, students will be better prepared to read efficiently and proficiently without teacher

assistance.<sup>28</sup> It means, using contextual redefinition strategies will be more effective for students to understand a reading text.

b. The Advantages of contextual redefinition

- 1) Provides a structure for teaching students how to use context clues to decode and understand challenging text.
- 2) Provides teacher flexibility and opportunity to differentiate instruction depending upon the words given to each group.
- 3) Facilitates a deeper understanding of the text.
- 4) Actively engages students in the process of deliberation.
- 5) Encourage students for independent reading.
- 6) Provides a framework for a civil and respectful discussion.
- 7) Moderate advance preparation required by the teacher.<sup>29</sup>

## 5. The Definition of Word List

Word List strategy is considered as one of the old-fashioned vocabulary learning strategies. This strategy focuses on repetition and memorization in which the learner writes both of the word and its meaning out of context.<sup>30</sup> Word list indicate that the students gained higher score and enriched more vocabulary after using word list. In addition, word list

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<sup>28</sup>Judi TiltonBurnner. *Idon't Get.....p.5*

<sup>29</sup> *Ibid.,5*

<sup>30</sup>Baleghizadeh, S. and Ashoori, A. *The Effect of Keyword and Word List Methods on Immediate Vocabulary Retention of EFL Learners*. Pakistan Journal of Social Sciences (PJSS,), Volume. 30, Number. 2, 2010.

strategy is proposed to give quick help for students to memorize words and can be learned in a short time.

Word list can be a very useful way for motivated students to learn and revise a fairly large number of words that have been selected for a particular purpose, such as technical words or academic terms, many students find lists of words boring.<sup>31</sup> It means, wordlist can be made as a way for students to more easily translate the meaning of a term.

Think for a moment about all the varied ways a person can “know” a word. We can recognize it when it’s spoken by others. We can understand its meaning when it appears in a sentence of a text. We can recognize it as part of a phrase or idiom, or see it as part of a figure of speech. We can know how to pronounce it.<sup>32</sup> It means, we can understand the contents of the reading or message to be conveyed through the words we interpret.

Word list can be used for and how they can play a central role in learning a foreign language such as English.<sup>33</sup> in addition to understanding the meaning of reading a text, a word list can also make it easier to memorize foreign language vocabulary.

Based on the definitions about it can be conclude that word list is a strategy that enrich students’ vocabularies by memorizing

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<sup>31</sup> Monica Hill, *Harsh Words ; English Word for Chinese learners*.(Hong Kong University Press 2005),p.54

<sup>32</sup> Kristin lemsleah d. Miller Tenena M. soro, *Teaching Reading to English Language Learners Insights from Linguistics*.(New York : Guilford Publications 2010),p.91

<sup>33</sup> I.S.P. Nation. *Making and Using Word Lists for Language Learning and Testing*.(Amsterdam : John Benjamins 2016),p.4

and repeating words and its meaning in a short time. It means students easily translate and understand the content of reading.

## 6. The Definition of EFL Learners

EFL is an abbreviation for “English as Foreign Language”. EFL learners are mainly used to talk to about students whose first language is not English who is learning English while living in their own country. EFL learners in this study refer to eight grade students in one of junior high schools in Bandung and they are in Intermediate level.<sup>34</sup> EFL is a term used for someone who is just learning English, or it can be said that English is a language that is not used in everyday life. As we know, English is a universal language used by almost all nations in the world to communicate with each other. important for young people in learning English, especially in Indonesia in order to deal with the times. English is divided into three namely English as mother language, second language, and foreign language. whereas in Indonesia English is taught as a foreign language.

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<sup>34</sup>NikaAsri, “The Analysis Of Two Pre-Reading Comprehension Strategies: Contextual Redefinition And Word List In EFL Learners’ Reading Comprehension”, *Journal of English And Education*, volume 1, number 2(2013):50-51

## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. Characteristics and Types of the Research**

The characteristics of this research is chosen based on its purpose. Therefore, the characteristics of the research is descriptive qualitative because the research id describing the problems and analyzing them.

The research analysis the students' difficulties in reading comprehension at the tenth graders of MA Ma'arif 06 Seputih Raman. Accordingly, this research is qualitative research.

A good qualitative purpose statement contains important elements of qualitative research, uses research words drawn from the language of that inquiry, and employs the procedures of an emerging design based on experiences of individuals in a natural setting.<sup>35</sup>It means, in qualitative research the procedures used are based on environment and experience.

#### **B. Data Source**

This research would be conducted in MA Ma'arif 06 Seputih Raman. To collect the accurate data of this research, the researcher needs accurate data source as well. There are two types of the data source namely primary source and secondary source. Primary source are original documents

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<sup>35</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Second Edition*, (United States of America: Sage Publications, 2003),p.100

(correspondent, diaries, report, etc.) relics, remains, or artifacts. These are the direct outcomes of events or the records of participants. While, secondary sources are the mind of a non observer comes between the event and the user of the record.<sup>36</sup>

The researcher would choose the students at the tenth grade at MA Ma'arif 06 Seputih Raman, especially X IPS 1 as respondents. It consists of 22 students. The researcher choose them because they low in reading comprehension. The researcher investigate some test and analyze their reading comprehension result as the primary source.

The secondary source of this research is everything that is related to this study that can support this research such as books, journals, and some relevant document. The book consists of discussion of topics, while the articles, journals, and other relevant document are taken from published document in the internet.

## **C. Data Collection Technique**

### **1. Observation**

The writer ask some question to the teacher to get information about reading, problems that students are faced in reading comprehension, how much vocabulary is known, and to know the result of the students learning activities.

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<sup>36</sup> Donald Ary, *et.all.*, *Introduction to Research in Education 8<sup>th</sup> edition*, (Canada: wadsworth, Cengage Learning, 2010), p.467

## 2. Documentation

A valuable source of information in qualitative research can be documentation. Documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can be provide magazines, book, documents, etc. the function of documentation is to make credible the result of observation, test or interview. In this research, the documentation guide is subjects' final score..

## 3. Interview

In this stage, there would be an interview with some students this interview was for some students after they had answered the test. The interview would be used by the researcher to be clarified the students' answer on the test. It was used to complete the data about the response of the students concerned to the application contextual redefinition and wordlist which could not be found in test

## D. Data Analysis Technique

The data analysis technique of the present study in the following ways.<sup>37</sup>

### 1. Familiarizing and Organizing

In the first of step analyzing, the researcher would read through all the data of student' test, documentation and interview in order to be familiar with the data. After that the researcher would make transcription

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<sup>37</sup>Donald Ary, *et.al.*, *Introduction to Research*, P.481-491

of the students' test, documentation and interview. Then the researcher would organize or arrange the data students' test, documentation and interview into different types depending on the sources of information.

## 2. Coding and Reducing

After familiarizing and organizing the data of test, documentation and interview, the next step is with coding process. This is the core of qualitative analyze and includes the identification of categories and themes and their refinement. In this stage, the researcher classified the data according to the categories of data source. After all the data not related to the present study.

## 3. Interpreting and Representing

This is the final stage of analyzing the data. In interpretation the researcher would bring out the meaning, tell the story, provide and explanation and developed explanation. It involves reflecting the words and act of the study's respondents the generalized data to make interpretation. After making interpretation, the researcher would be represented the result in a from of table, figure or narrative.

## **E. Approach**

This approach used a case study. A case study was describing a phenomenon clearly. A case study had some research procedure, namely:<sup>38</sup>

### 1. Selecting a Problem

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<sup>38</sup>*Ibid.*, p.31-32



The first step is to select the problem to investigate. The problem should be consequential enough warrant investigation. Also, the answer to the problem is not already available, but the means for finding answers are available.

## 2. Reviewing the Literature on the Problem

Writer should thoroughly review the relevant literature to gain more understanding and insight into the problem and to determine what researcher may already have been done. The beginning writer will likely turn on the literature for help in locating and formulating a researchable problem.

## 3. Sampling Technique

There are five classes of the eight graders of MA Ma'arif 06 Seputih Raman. In this study, the writer will apply cluster random sampling technique by randomizing the name of the class in some small roll of papers. In this technique, the writer take a small paper. Then, the writer will know the name of the class that will be investigated. In this study, the writer chooses class X IPS 1 to be investigated.

## 4. Designing the Research

The writer next plans how to conduct research to answer the question. the design is writer's plan for study, which includes the method to be used, what data will be gathered, where, how, and from whom.

## 5. Collecting the Data

The next step involves executing the researcher plan. Qualitative writer also have a toolbox of data-gathering techniques, including, in depth interviewing, participant observation, and document analysis.

#### 6. Analyzing the Data

Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The writer must organize and categorize or code the large mass of data so that they can be described and interpreted. Although the qualitative writer does not deal with statistics, analyzing qualitative data is not easy. It is a time consuming and painstaking process.

#### 7. Interpreting the Findings and Conclusions

Writers present their interpretations and explanations in narrative form. They do not talk about probability but try to emphasize the trustworthiness and credibility of the findings.

Writer must make their procedures, findings, and conclusions available in a form intelligible to others who may be interested.

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. Description of the Research

##### 1. The description of research location

MA Maarif 06 Seputih Raman was founded by NU leaders and management of the Maarif NU education board coordinator sub-district Seputih Raman in early TP.1989 / 1990. MA Maarif 06 is located on Jl. Kamboja No. 6 RuktiHarjo, Seputih Raman, Central Lampung. As for the background of the establishment of MA Maarif 06 Seputih Raman at that time was as follows:

- a. The absence of MadarasahAliyah especially in Seputih Raman sub-district.
- b. Most of the people of Seputih Raman subdistrict are Muslim.
- c. There is an inadequate capacity of senior high school with the number of senior high schools in Seputih Raman.

In accordance with the plans of the NU leaders that MA Maarif 06 Seputih Raman was established with the aim of:

- a. Preparing the next generation of pious, intelligent and skilled.
- b. Accommodating high school and Mts graduate students.
- c. Verified Seputih Raman sub-district and surrounding areas to be more advanced in Islamic religious education.

### **MA founding committee Maarif 06 Seputih Raman**

Counsel	: Chairman of LP Maarif NU Seputih Raman, Central Lampung
Chairperson	: Drs. Supriyanto
Deputy Chairperson	: A. murtejo, Bsc
Secretary I	: Budi Rahmanto, BA
Secretary II	: SubakatPrasetyo
Treasurer	: AchmadBacrudin

In conducting research at MA Maarif 06 Seputih Raman, the first step the researcher must make observations to make an inventory of location conditions. The researcher observes the situation and condition of the school and conducts dialogues with related parties in the school. School environment observation activities are intended so that researchers have a clear picture of the situation and conditions both physical and non-physical conditions, norms and activities that exist at MA Maarif 06 Seputih Raman. The results of these observational activities then become guidelines for the preparation of research implementation.

MA Maarif 06 Seputih Raman stands on an area of 1250 M, school has a sturdy building equipped with various facilities that support the teaching and learning process. Schools have a clean environment that makes students comfortable in following the learning process. In addition, the school also has several laboratories such as sewing, automotive, computer and electrical laboratories. Those facilities and

infrastructures can improve work ethic that is more concerned with the development of students.

In addition, teachers are very necessary for the ongoing implementation of education, which is a learning facilitator. Students really need guidance that is more expert in learning. This is where the teacher's role is to direct students in learning.

MA Maarif 06 SeputihRaman, has teachers who are competent in their fields in order to be able to provide good services for students. The total number of teachers is 31 people with details of 1 graduate teacher (S2), 25 graduate (S1), 2 D2 graduates and 3 high school graduates. In terms of professionalism it is also quite capable because of the many young scholars who have contributed to building MA Maarif 06 Seputih Raman. The complete profile of MA Maarif 06 SeputihRaman is as follows:

## **2. Vision, mission and strategy**

### **Vision**

Make human resources of science and technology,IMTAQ, and moral mercy.

### **Mission**

- Optimize the implementation of computer tutoring.
- Carry out intra da extracurricular education programs.
- Trying to improve religious skills.

### **Strategy**

Carry out competency-based and extracurricular computer programs that include:

- **General Programs**  
English, chemistry, physics, biology, mathematics, PPKN, economics, history, Indonesian language and literature, geography, arts education and sports.
- **Science Majors Programs**  
State Administration, sociology, anthropology
- **Religious Programs**  
Al-quranhadist, Aqidahakhlak, fiqih, sejarahkebudayaanislam, ushulfiqih, ulumulhadist, ilmukalam, tasawuffiqihmuqorron, dantahsimuttiawatilquran.
- **Additional Programs**  
Tadarus (murottal), istighosah, KhatamanAlquran, and religious guidance for each class.

### **3. The condition of students of MA Maarif 06 Seputih Raman**

With regard to the condition of students in MA Maarif 06 Seputih Raman, each school year experiences ups and downs students (fluctuating). the conditions of the students are varied, some are academically clever, some have other advantages such as the ability to establish social relationships, some are active, there are quiet, and there

are still many characters of students that cannot be identified completely, because it takes more time long to study them. Such diversity exists because they come from family backgrounds that don't same. But overall it can be concluded that students at MA Maarif 06 Seputih Raman are critical and active in take lessons.

The state of the MA Maarif 06 Seputih Raman students in general in the 2019/2020 school year is the students total 213 students, with details of class X: 3 class with 78 students, Class XI: 3 class with 77 students, Class XII: 2 class with 57 students.

#### **4. The Headmaster**

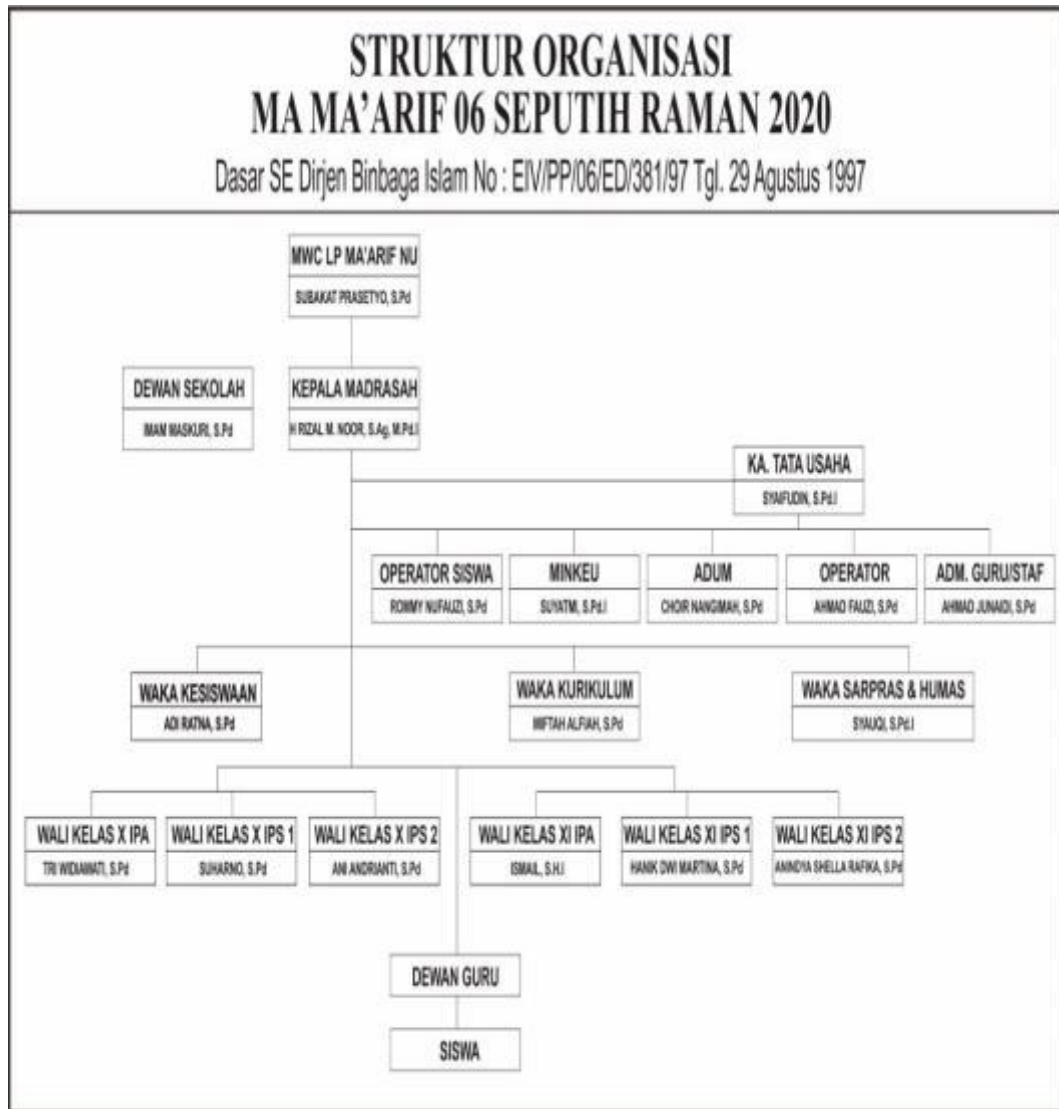
Since the establishment of TP.1989 / 1990 MA Maarif 06 Seputih Raman has experienced several changes in Madarasah's headmaster namely:

TP. 1989/1990 - 1991/1992	: Ali Nurhamdi, BA
TP. 1992/1993 - 1993/2001	: Suwarno, BA
TP. 2001/2002 – now	: Hi. Rizal M Noor, S.Ag. M.Pd.I

#### **5. Structure organization of MA Maarif 06 Seputih Raman**

In order to realize MA Maarif 06 Seputih Raman as a national-level educational institution the need to have a neatly arranged organizational structure, while the organizational structure of MA Maarif 06 Seputih Raman is as follows:

**Figure.4.1**  
**Structure organization MA Maarif 06 Seputih Raman**



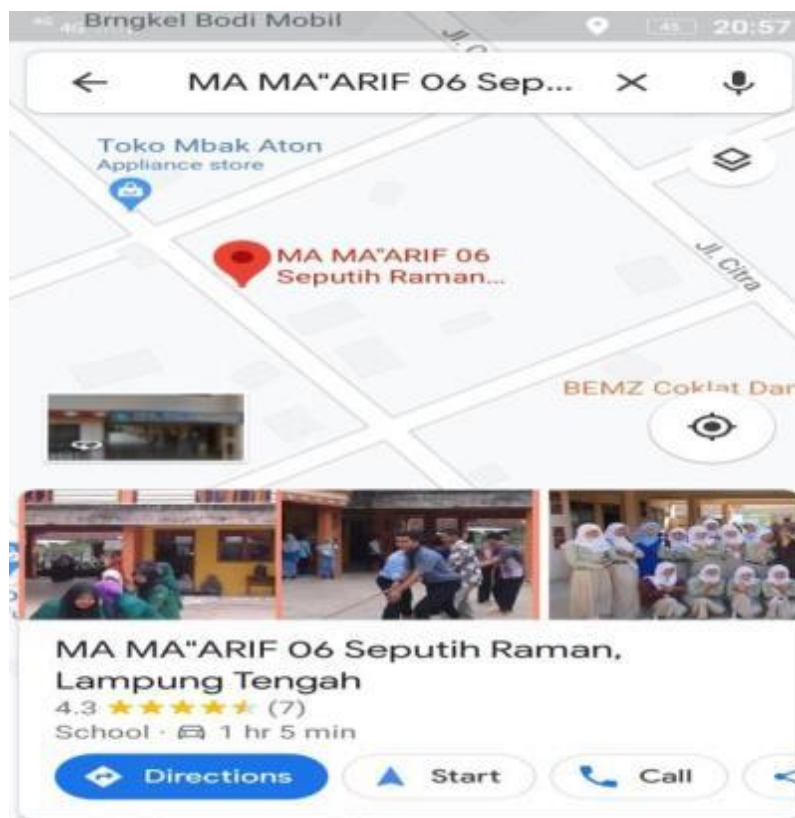
*Source* : Documentation result in MA Maarif 06 Seputih Raman



## 6. Location map MA Maarif 06 Seputih Raman

Figure.4.2

### Location MA Maarif 06 Seputih Raman



Source: google maps

## B. Description of the result data

### 1. Observation result

At first researcher did the observation at the students in the tenth grade of the MA Maarif 06 Seputih Raman from Thursday, May 21st 2020. These tables bellow show the result of observation of readingcomprehension.

a. Implementation of the strategy contextual redefinition and word list

In this research the researcher observed the class to find out student learning activities, and also to find out how the teacher implements contextual redefinition and word list strategies in reading comprehension learning.

Implementation of the contextual redefinition and word list as follows:

1) Contextual Redefinition

First, the words that will be sought for meaning with this strategy are the words that are identified in relation to the reading material available, so not the words chosen randomly. Before using this strategy in learning, the teacher reads and examines readings, thus finding important words in the text that students must understand and words that may be difficult for students to understand when reading texts.

Second, the teacher provides at least one sentence, so students have the right instructions to find the meaning of the word, and if the sentence has the right context, then the sentence can be used, and if there is no context, the teacher makes a context sentence that can be used as a guide by students to find the meaning of words.

Third, placing the words on their own, using a blackboard or other learning tool, the teacher asks students to make definitions of each of these words. When giving an estimate of the meaning of a word, students must have an argument that can be used as a basis for why that meaning is meant. In this process there may be some meaning of the words put forward by students who are not relevant, but this is a learning process that must be appreciated.

Fourth, put words in context. Students are asked to provide predictions about the meaning of certain words and provide a reason to give a definition. At this stage students have gone through the process of thinking in finding the meaning of words, students must also know that the context requires a lot of information about the meaning of words and estimate which meaning is most relevant.

Fifth, use a dictionary for verification. This stage trains students to open and look up the meaning of words according to the dictionary, this is done to match the meaning of words in the sentence that has been verified. This stage is done at the end of the session. The role of the teacher at this stage is only to become a facilitator, when students try to find differences in the meaning of words when redefining contextually.

## 2) Word List

The initial word list strategy was to help ESL or EFL learners for Advanced Learners in Grades 4-12. This strategy instructs students to create a new vocabulary list in their notebook, followed by writing the meaning of the words they have made. The basic principle of this strategy is to only write words that lead to context in a reading text.

For example, on the same page students write a list of words and predictions of their meanings. Students are required to understand the meaning of words in a text that has been made. Students are required to understand the meaning of words because there are no words that have a fixed meaning due to different contexts in a reading text. So, it would be better for students to avoid memorizing one fixed meaning for one word, especially if the meaning is taken from a dictionary.

This word list can be a reinforcement of contextual redefinition strategies to facilitate students in understanding the contents of a reading text. By using word lists students find it easier to find context.

**Table.4.1****The result in observing of students' reading comprehension**

No.	Name	Category			Total
		Purpose	Format	Content	
1.	ADP	2	2	3	7
2.	AWD	2	2	4	8
3.	AMH	3	3	3	9
4.	AKT	3	2	3	8
5.	AWR	2	1	3	6
6.	ASW	3	2	3	8
7.	CFA	2	1	2	5
8.	DHV	3	2	4	9
9.	FPD	2	2	3	7
10.	GFS	3	1	2	6
11.	HYL	3	2	3	8
12.	ISP	3	1	3	7
13.	ISI	3	2	3	8
14.	NJH	2	1	2	5
15.	SPM	3	2	3	8
16.	SYI	2	2	3	7
17.	TFF	2	2	3	7
18.	WAF	3	3	4	10
19.	YRW	3	3	4	10
20.	DWY	3	2	3	8
21.	DSA	3	2	4	9
22.	OFR	3	2	2	7

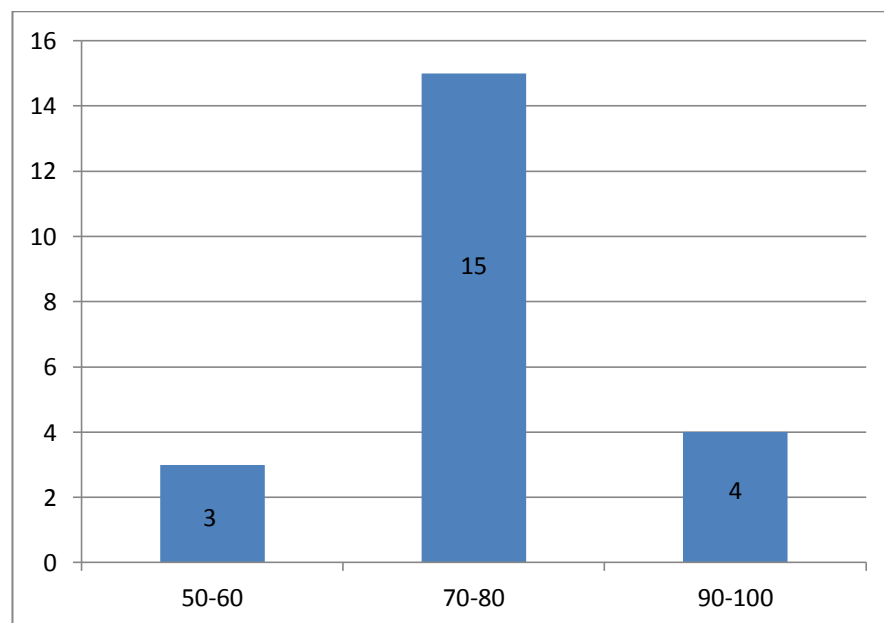
From the table above, the numbers show how students read and understand a reading text.

**Note:**

No.	Grade	Category
1.	4	Excellent
2.	3	Good
3.	2	Adequate
4.	1	Fair

**Graph. 4.1**

**The Result Data of Students' Score in Reading Comprehension by Using Two-Pre Reading Comprehension Strategies: Contextual Redefinition and Wordlist at MA Maarif 06 Seputih Raman.**



*Source* : the test result of research reading comprehension at MA Maarif 06 Seputih Raman, May, 21<sup>st</sup> 2020.

From the results of tests on research May 21<sup>st</sup> 2020, there are 12 students with grades reaching KKM and 10 students with grades below KKM. following the presentation:

**Table.4.2**  
**Categorization of Reading Comprehension**  
**Among the Tenth Grades At MA Ma'arif 06 Seputih Raman**

No.	Grade	Frequency	Percentage
1	50-60	3 students	14%
2	70-80	15 students	68%
3	90-100	4 students	18%
<b>Total</b>		<b>22 students</b>	<b>100%</b>

## 2. Interview

Researcher conducted an interview on June, 10, 2020 at the MA Maarif 06 Seputih Raman senior high school. The interview refers to the English teacher, students highest and lowest grades. The researcher use prepare questions about reading comprehension, but the answer from informant.

### a. Informant: English Teacher Class X IPS1

- 1) What is the process of learning English in the aspect of reading?
- 2) Are students enthusiastic about reading?
- 3) Are all students fluent in reading English text?
- 4) Are students able to understand the content of the reading they read directly?
- 5) What are the obstacles in the learning process of reading comprehension?
- 6) How to overcome the problem of student difficulties in reading comprehension learning?

- 7) What is the impact of using two pre-reading comprehension strategies: contextual redefinition and word list?

**b. Results of interviews with teachers:**

- 1) Children tend to be lazy to read English texts, because they have difficulty in pronunciation and understanding. From there aspects in the process of learning to read often not achieved.
- 2) Not only learning to read but indeed students do not really like English lessons.
- 3) Only a few students are fluent in reading, students tend to have difficulty in pronunciation.
- 4) Students do not master vocabularies.
- 5) Constraints faced in the process of learning to read in addition to vocabulary and how to pronounce it, as for the lack of student motivation in learning English.
- 6) To overcome students' difficulties in reading comprehension I try to apply two pre-reading comprehension strategies: contextual redefinition and word list.
- 7) The impact of using these strategies can help students improve grades and make reading comprehension easier.

**c. Informant: Student Class X IPS1**

- 1) What do you think about English lessons?



- 2) Can you read an English text?
- 3) Are you enthusiastic in reading comprehension learning activities?
- 4) Can you immediately understand the contents of the reading?
- 5) What are the difficulties in understanding the contents of the reading?
- 6) What ways can you do to understand the content of a reading?
- 7) Does the use two pre-reading comprehension strategies: contextual redefinition and word lists help in reading comprehension?

**d. Results of interviews with students:**

**Student 1. Highest score**

1. Language learning is difficult, but sometimes it is fun.
2. Yes I can, but sometimes it is difficult to say the sentence.
3. Very enthusiastic, because they can learn to read the reading and learn how to understand the contents of the reading.
4. Cannot immediately understand, usually interpreted one by one into the new Indonesian language to understand.
5. Difficult to understand because not many memorized vocabulary.
6. Translating Indonesian language reading.
7. Quite helpful, because we write the vocabulary that we know, then match it with the title or reading theme.

**Student 2. The lowest score**

1. Very difficult, because it does not know the meaning.
2. I can, but sometimes you are afraid of saying the wrong thing.
3. Actually do not really like English lessons, because they do not know the meaning.
4. I can't, you have to translate it.
5. Don't know the meaning.
6. Translated.
7. Help, because it's easier.

From the results of interviews with teacher and students, students did not like English subjects too much because of difficulties in speaking. In addition, in reading comprehension learning students tend not to understand because of the lack of vocabulary.

It is important to choose the right strategy for overcoming students' reading comprehension learning problems. Users of two-pre reading comprehension strategies namely contextual redefinition and word lists can help students more easily understand the contents of reading a text.

Wordlist is used to find the context of a reading by compiling words that they know the meaning of. Words compiled to make it easier for students to find the context of reading, so it is easier to understand the contents of the reading.

According to their information the strategy was easier to use and could assist them in learning reading comprehension.

### **C. Discussion**

Teaching and learning process is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals.

Reading learning activities become one of the things that is very important, the article Reading is a tool for mastering language, communication and sharing ideas. Like all languages, it is a complex interaction between the text and the reader formed by the reader's knowledge, experience, previous attitudes, and cultural gifts.

Reading is a process that involves many things; word recognition, word comprehension, fluency and motivation. The process of reading requires a continuous process, development and improvement.

In reading we must be able to understand the reading content of a text, to be able to capture the message conveyed by the author. However, students will always find difficulties in the process of understanding a reading text and the teacher is required to have a strategy that can help students.

But, since the outbreak of covid-19 virus or better known as Corona, almost all lines of life have changed, including in the world of education. This virus also forces changes in learning methods. During this time, educators have struggled with conventional learning methods, namely face to face in the classroom between teacher and student or lecturer with students.

The learning process, discussion, questions and answers, and guidance all take place face to face. Now you have to turn to online learning methods.

There are several media that are used by teachers to conduct online teaching and learning processes, such as google classroom, zoom applications, and also use WhatsApp. English teacher at MA Maarif 06 Seputih Raman utilizes the WhatsApp application to do learning because it is considered easier for children.

It is not easy to carry out online learning, especially in reading learning. In the process of reading learning to determine the level of fluency of students in reading students are asked to send voice notes or videos when reading a reading text. however, the teacher can still identify the difficulties faced by students in reading learning.

### **1. Difficulty of students in reading and understanding the contents of reading**

From the results of research conducted by the researcher at Ma Maarif 06 Seputih Raman, as for the difficulty of students in reading, especially understanding the contents of reading texts.

Generally students have difficulty reading because of their limitations in interpreting words and sentences so that it is difficult to understand the entire contents of the text.

As for other difficulties, namely in the pronunciation of words, many students are still having difficulty in saying English sentences. Lack of

student motivation in reading also makes students insecure in reading English reading texts.

## **2. Use of two-pre-reading comprehension strategies: contextual redefinition and word lists in reading comprehension**

This strategy is used to help students make it easier to understand the contents of reading texts. These are two strategies combined to make it easier for students to understand reading. In reading we need to know the context discussed in the reading, for example daily life (personal, social, culture, habits, fun, etc.). Knowing the context can make it easier for students to understand the text as a whole. Even though looking for the context of a reading seems easy but it will be difficult if students do not have enough vocabulary.

Using contextual redefinition in helping EFL learners' reading comprehension. First, contextual redefinition strategy is pre-reading strategy to enhance new words that are essential in understanding the reading and it is also strategy to assist students to become independent reader. Second, the strategy helps the readers to stimulate their language schema to help them to comprehend what the text is about. Third, most important of the use contextual redefinition is in creating interest in vocabulary learning and it is regarded to be more fun and challenging strategy by the students. Hence, it makes the students retain the vocabulary longer. The words are retained will be kept in working memory as background knowledge. Moreover, the strategy helps them to

derive unfamiliar word use that underlying on the use of context which enables students to make informed guesses about the meaning of words in print. It means that contextual redefinition guided the students to find out the unfamiliar words encountered in the text.

However, the disadvantage is also found when using contextual redefinition as pre-reading strategy; the students feel difficult when guessing unfamiliar word from difficult sentence provided. Hence, it makes haphazard guessing which is not very accurate from the context clue.

Word list strategy is proposed to give a quick help for students to memorize words and can be learned in a short time. There are three important general processes that might make word kept longer when using word list. They are noticing, retrieval, as well as creative and generative use.

In terms of word list, there are advantages and a disadvantage of using it as pre-reading strategy. The first advantage of using word list is the students feel easier to follow word list as pre-reading activity than contextual redefinition. Therefore, they are easier to decode the vocabularies that will be encountered in the text. Second, the word is easier to be retained. It is the same as contextual redefinition; the word will be kept in the working memory to help the students connect to the background knowledge. Meanwhile, the disadvantage is also found in the use of word list as pre-reading strategy; this strategy is believed that

learners can become frustrated when they look up (too) many words or do not understand the given definitions.

In this learning students are asked to compile a list of words that they know to help facilitate them in finding the context of a text reading. By writing words they know they will associate with the theme or title to find the context of the reading content. When the context has been found, students find it easier for students to understand the text without having to translate the text as a whole.

Based on the explanation, the authors conclude that the problem in understanding reading texts is the lack of mastery of vocabulary. In addition, the lack of motivation to learn is also one of the weaknesses in learning reading comprehension. motivation is one of the factors many students have difficulty in speaking English vocabulary. this leads to students who think that English is a difficult subject.

The use of two-pre reading strategies: contextual redefinition and word lists can help students understand the content of reading more easily. The reason is that these strategies can be interrelated, where the wordlist helps students make a list of words that they already know the meaning of or that they don't know yet. From the word list students will find it easier to find the context of the contents of a text, both words that they are familiar with or unfamiliar words.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the research indicated that there are some difficulties faced by the students, namely low pronunciation, lack of motivation in learning, and limited vocabulary mastery so that it affected students in understanding reading. Based on the problems, the teacher used two pre-reading strategies: contextual redefinition and word list to help students understood the contents of a reading text. Based on the results of the analysis data, it could be concluded that two-pre reading strategies: contextual redefinition and word list could help students in understanding a reading text, increased vocabulary mastery, and increased students motivation in reading.

From the results of the analysis strategies conducted by researchers showed changes in student grades, this is shown from the results of the value of students who achieve more KKM. The following researchers describe:

1. The pre-survey results show that 3 students reached KKM and 19 students did not reach KKM.
2. Students difficulty in understanding reading is influenced by the lack of mastery of vocabulary and low motivation to learn.
3. The use of contextual redefinition and word lists makes it easy for students to find out the meaning of a reading, with vocabulary and context.



4. From the results of the tests conducted during the study, there were 12 students reaching KKM scores and 10 students with grades below KKM.

Based on the results above, it can be concluded that student grades can increase through the strategies used by the teacher. The use of two-pre-reading comprehension strategies: contextual redefinition and wordlist can help teachers in overcoming students' problems in understanding a reading text.

The advantage of using this strategy is that it helps students get new vocabulary and easier to understand the reading of a text from the vocabulary that has been compiled. The weakness of using the strategy is that it can be difficult to find unfamiliar words and too many words written or memorized.

## **B. SUGGESTION**

### **1. For the teacher**

It is recommended to teachers to have more strategies in teaching English especially in reading comprehension.

### **2. For the students**

Students are advised to memorize vocabulary more often and more, to help facilitate reading comprehension.

### **3. For the Headmaster**

The principal should provide more facilities for students especially in English classes, because facilities can improve students more enthusiastic in learning English.

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# **APPENDICES**

## **THE DOCUMENTATION OF RESEARCH**

### **INTERVIEW GUIDE**

1. Interview Method

The interview was conducted online through WhatsApp

2. The Purpose Of The Interview

Get information about the learning process of reading comprehension.

3. Subject Of The Interview

English teacher and student class X IPS 1.

4. Documented Interviews

Consists of picture chat screenshots, audio recordings and notes during the interview.

Informant: English Teacher Class X IPS1

- 8) How the process of learning English in the aspect of reading?
- 9) Are students enthusiastic about reading?
- 10) Are all students fluent in reading English text?
- 11) Are students able to understand the content of the reading they read directly?
- 12) What are the obstacles in the learning process of reading comprehension?
- 13) How to overcome the problem of student difficulties in reading comprehension learning?
- 14) What is the impact of using two pre-reading comprehension strategies: contextual redefinition and word list?

Informant: Student Class X IPS1

1. What do you think about English lessons?
2. Can you read an English text?

3. Are you enthusiastic in reading comprehension learning activities?
4. Can you immediately understand the contents of the reading?
5. What are the difficulties in understanding the contents of the reading?
6. What ways can you do to understand the content of a reading?
7. Does the use two pre-reading comprehension strategies: contextual redefinition and word lists help in reading comprehension?

### Observation Guidance For Teacher

No.	Teacher's activities	Yes	No	Description
1.	The teacher opens the class by greeting and checking students' attendance.	√		Yes, she does. She open the class by greeting and checking students' attendance.
2.	The teachers introduces the topic to the students.	√		Yes, she does. She introduce the topic.
3.	The teachers identifies students' major understanding about descriptive texts.	√		Yes, she does. She identifies of students' major understanding about descriptive text.
4.	The teachers introduces a model of a descriptive text to the students.	√		Yes, she does. She introduces a model of a descriptive text.
5.	The teachers gives an example of descriptive to the students.	√		Yes, she does. She gives an example of descriptive.
6.	The teachers applies two pre-reading	√		Yes, she does. She applies that

	comprehension strategies contextual redefinition and word list to help students understand the contents of the reading text.			strategies.
7.	The teachers provide descriptive texts to students	√		Yes, she does. She provides it.
8.	The teachers give students time to read and work on the problems.	√		Yes, she does. She gives the time to students to read and work on the problems.
9.	The teachers concluded reading comprehension learning activities.		√	No, she does not. She forgets to conclude the material.
10.	The teachers closes the class.		√	No, she does not. Because of learning process was ineffective, she forget to close the class.

Source: observation at class X IPS 1

The table above, is the teacher's activities in the classroom when teaching English with descriptive text material.

#### Observation Guidance For Students

No.	Students' activities	Yes	No	Description
-----	----------------------	-----	----	-------------

1.	The students' pay attention to the researcher's explanation.	√		Yes, most of the students pay attention to the teacher.
2.	The students are active in the class.		√	No, because the instruction was done by using WA.
3.	The students understand the explanation of descriptive text.	√		Yes, the students understanding about the material.
4.	The students understand how to understand the reading text of the strategies that have been given by the teacher.	√		Yes, the students understand how to read a text based on the strategies that have been given by teacher.
5.	The students ask the researcher when they do not understand with the material.		√	No, the students did not ask the teacher when did not understand.
6.	The students read descriptive texts and understand readings.	√		Yes, the students read and understand descriptive text.
7.	The students do the exercise either in groups or individual.	√		Yes, they did the exercise individually.
8.	The students submit their tasks.	√		Yes, they submit it.

Source : observation at class X IPS 1



The tables above are the activities of students in class while learning English with descriptive text material.

#### DOCUMENTATION GUIDANCE

NO.	Documentation Points	Availability
1	A profile of MA Maarif 06 Seputih Raman	
2	Condition of teachers and employees	
3	Organization structures of MA Maarif 06 Seputih Raman	
4	Condition of students	
5	Facilities	
6	Location sketch	

Note

- (√) Tick for EACH POSITIVE availability.

Metro, May 12<sup>th</sup>2020  
The Researcher,

DWI PURNAMASARI  
1501070044

## Teacher and Students Data MA Maarif 06 Seputih Raman TP. 2019/2020

### The condition of Teachers of MA Ma'arif 06 Seputih Raman

Education	Male	Female	Total
S II	1	-	1
S I	15	10	25
D II	1	1	2
Senior High School	3	-	3
<b>Total</b>			<b>31</b>

Source : Documentation result in MA Maarif 06 Seputih Raman

### The condition of students of MA Maarif 06 Seputih Raman

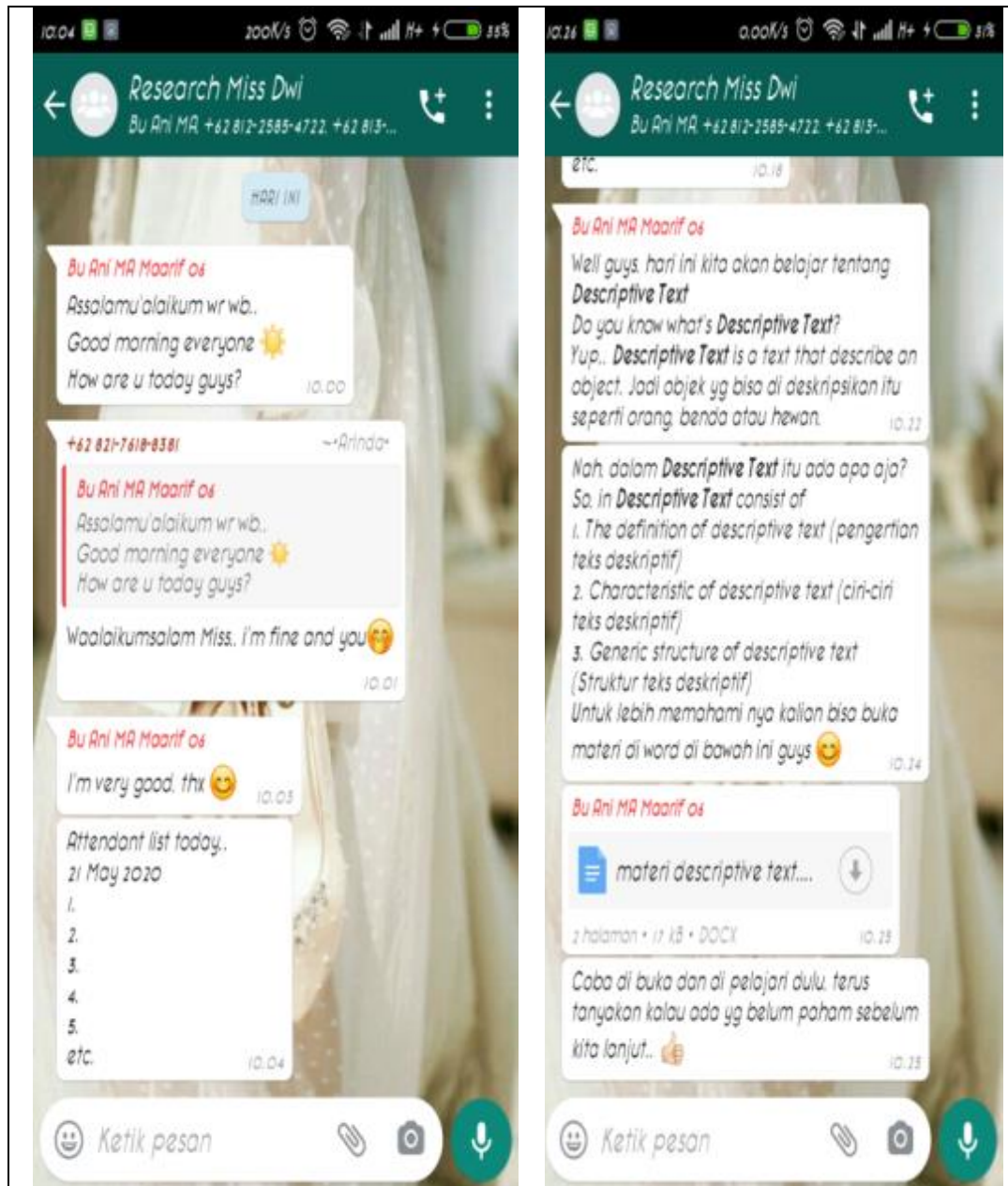
No.	Class	Male	Female	Total	Explanation
1.	X IPA	17	19	36	78
2.	X IPS 1	10	12	22	
3.	X IPS 2	8	13	21	
4.	XI IPA	13	19	32	77
5.	XI IPS 1	12	9	21	
6.	XI IPS 2	11	9	20	
7.	XII IPA	15	10	25	57
8.	XII IPS	19	13	32	
	<b>Total</b>	<b>110</b>	<b>106</b>	<b>213</b>	

Source : Documentation result in MA Maarif 06 Seputih Raman

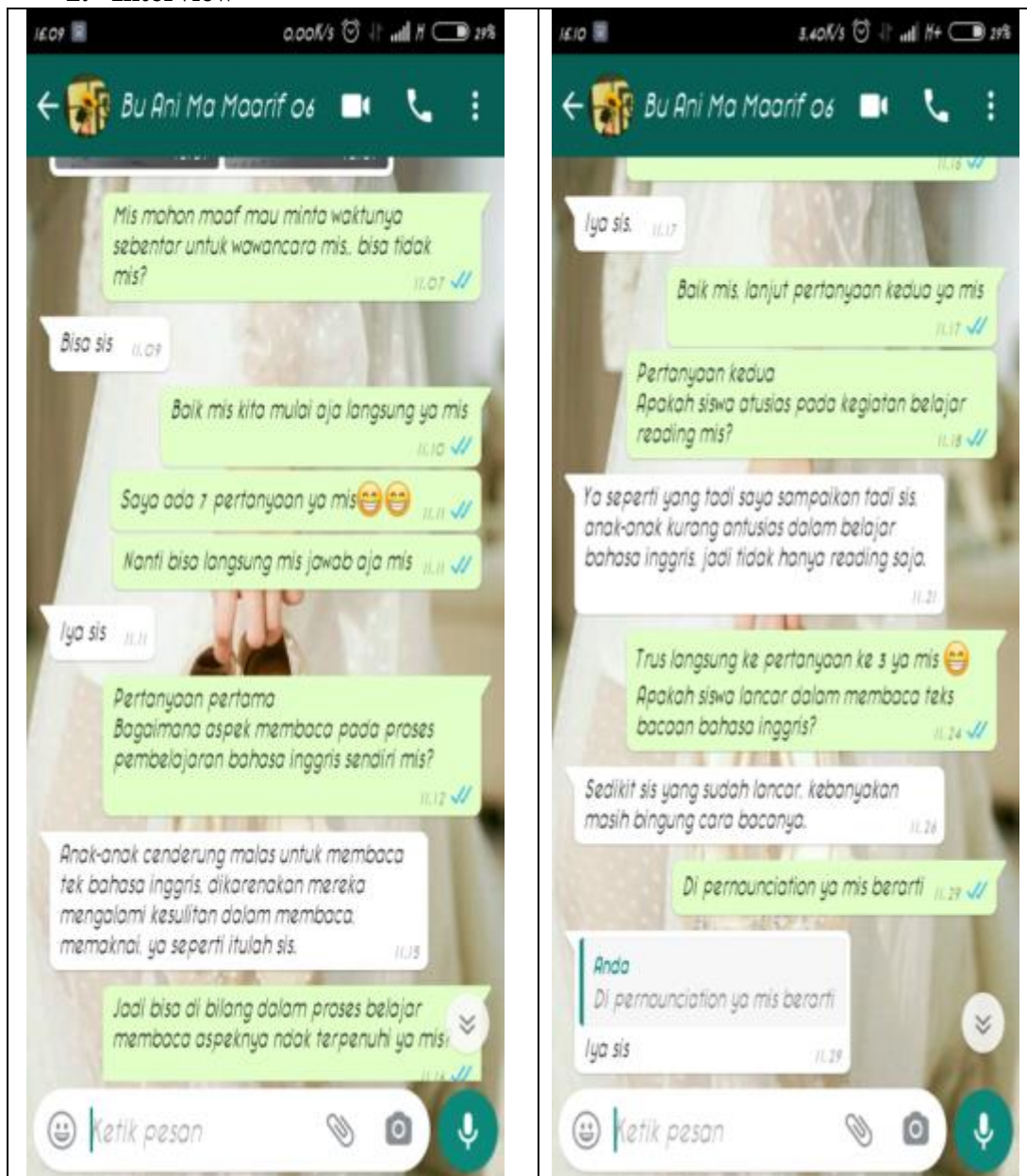
### Facilities MA Maarif 06 Seputih Raman

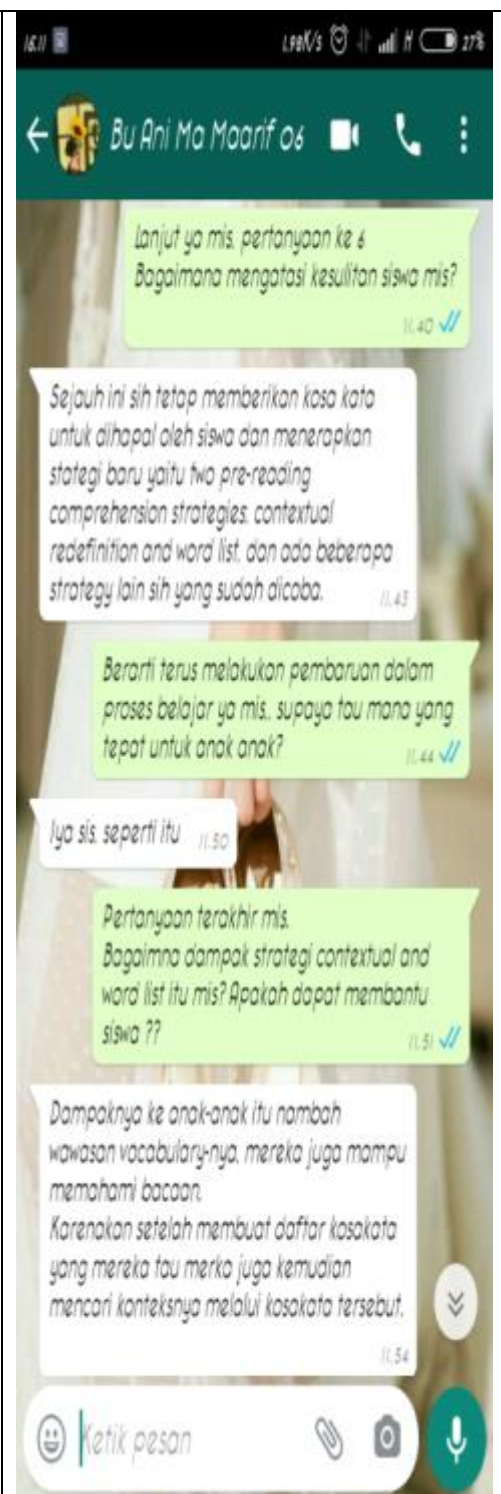
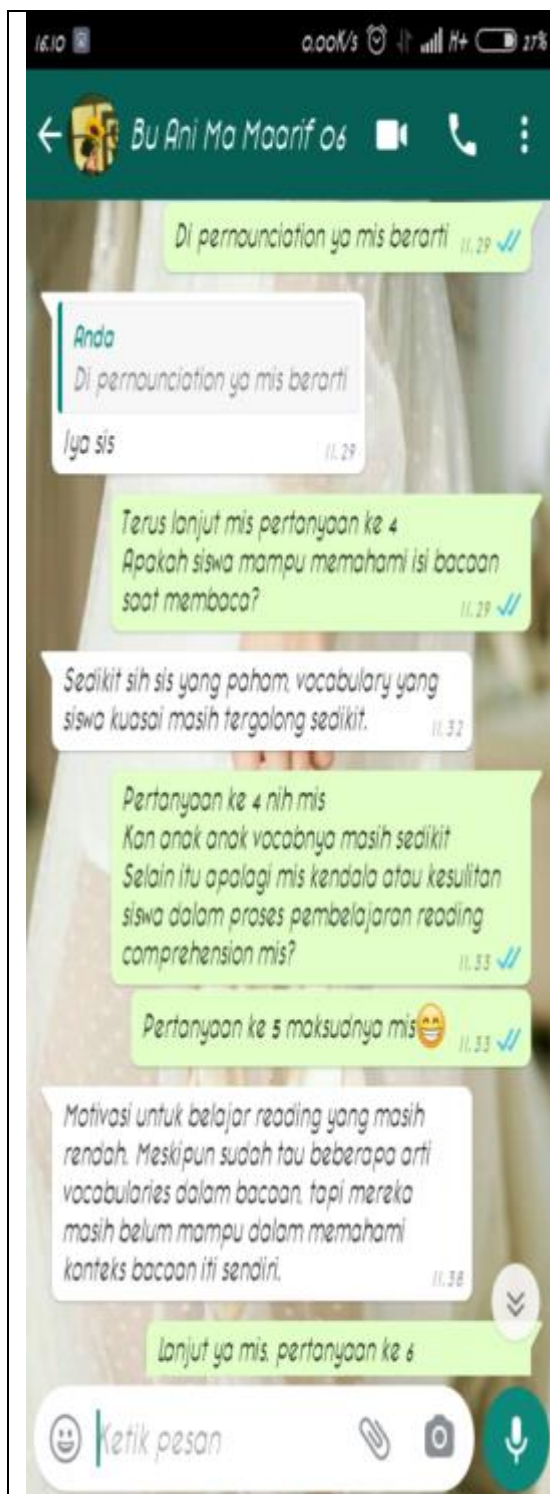
School building	Total
Area	1250 M
Building	2 floors
Classroom	8
Room staff	1
Teacher's room	1
Electro Laboratory Room	1
Computer laboratory room	1
Automated laboratory room	1
Sewing laboratory room	1
Mosque	1
Toilet	6
Parking area	2
Schoolyard	
school Park	

## 1. Teaching and learning process via online

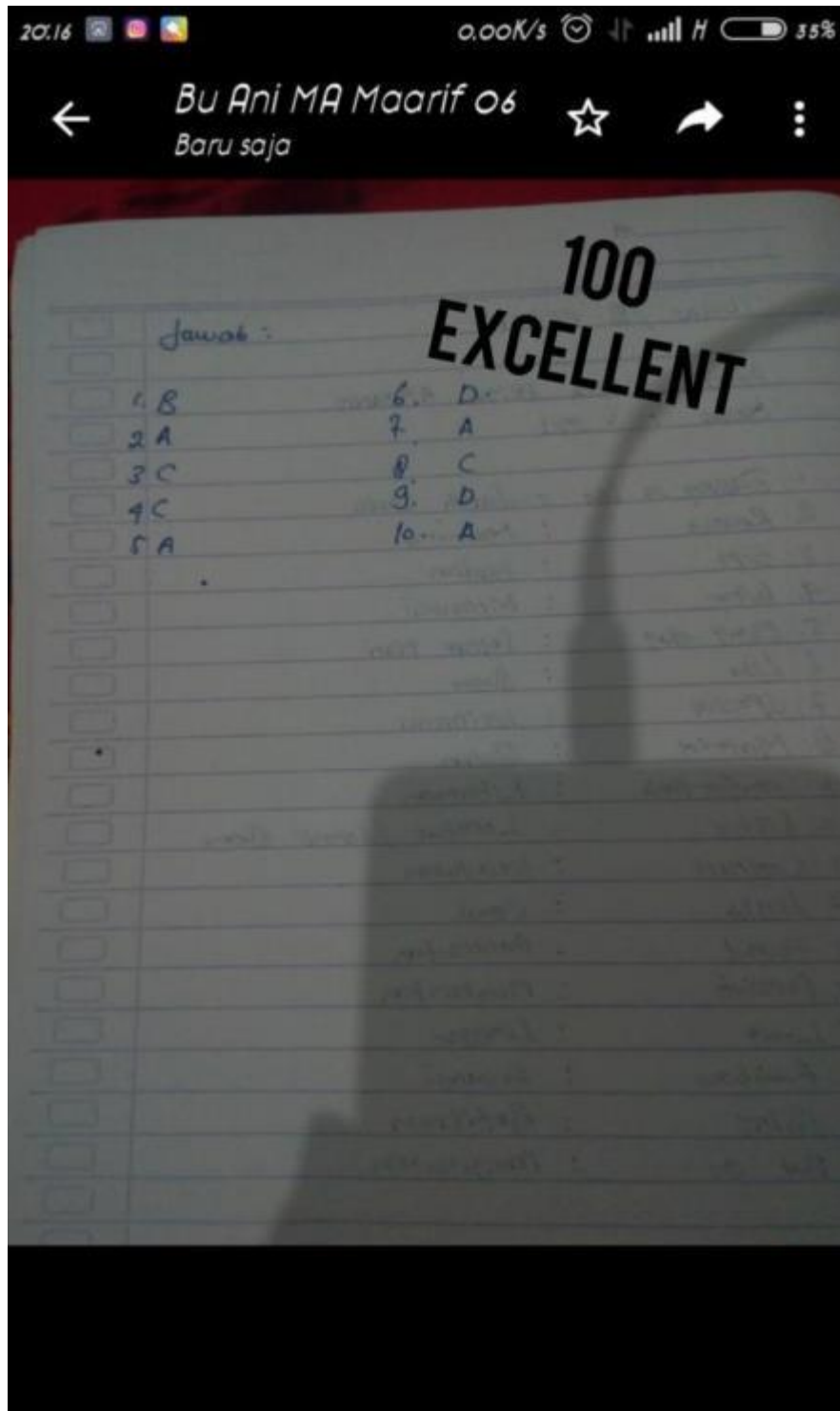


## 2. Interview

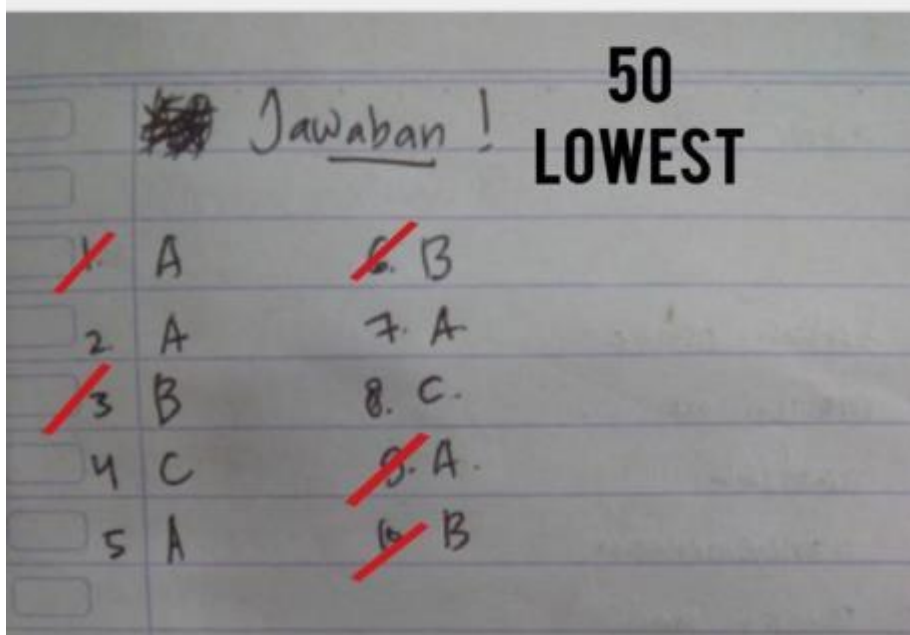
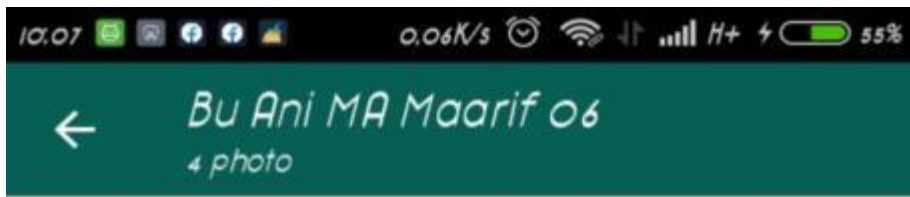




### 3. Student Highest Score



#### 4. Students Lowest Score





**The Result Data of Students' Reading Comprehension by Using  
Two-Pre Reading Comprehension Strategies: Contextual  
Redefinition and Wordlist at MA Maarif 06 Seputih Raman.**

<b>No.</b>	<b>Students' Name</b>	<b>Grade</b>	<b>Criteria</b>
1.	ADP	50	Incomplete
2.	AWD	80	Complete
3.	AMH	80	Complete
4.	AKT	70	Incomplete
5.	AWR	70	Incomplete
6.	ASW	80	Complete
7.	CFA	60	Incomplete
8.	DHV	100	Complete
9.	FPD	70	Incomplete
10.	GFS	70	Incomplete
11.	HYL	80	Complete
12.	ISP	80	Complete
13.	ISI	80	Complete
14.	NJH	60	Incomplete
15.	SPM	80	Complete
16.	SYI	70	Incomplete
17.	TFF	80	Complete
18.	WAF	90	Complete
19.	YRW	90	Complete
20.	DWY	70	Incomplete
21.	DSA	100	Complete
22.	OFR	70	Incomplete



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0669/In.28.1/J/TL.00/03/2020  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA MA MA'ARIF 06 SEPUTIH RAMAN  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **DWI PURNAMASARI**  
NPM : 1501070044  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE ANALYSIS OF TWO PRE-READING COMPREHENSION STRATEGIES: CONTEXTUAL REDEFINITION AND WORD LIST IN EFL LEARNERS' READING COMPREHENSION

untuk melakukan *pra-survey* di MA MA'ARIF 06 SEPUTIH RAMAN.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 09 Maret 2020  
Ketua Jurusan  
Tadris Bahasa Inggris



*Ahmad Subhan Roza*  
Ahmad Subhan Roza, M.Pd.  
NIP. 48750610 200801 1 014



MAJELIS WAKIL CABANG LEMBAGA PENDIDIKAN MA'ARIF NU SEPUTIH RAMAN LAMPUNG TENGAH

## MA . MA'ARIF 06 SEPUTIH RAMAN

AKTE NOTARIS NO : 103/II/1986, NSM : 131218020003, NPSN : 10816289

**STATUS : TERAKREDITASI B**

SERTIFIKAT AKREDITASI BAN-SM TANGGAL 30 NOVEMBER 2017

Alamat : Jl. Kamboja No. 06 Rukti Harjo, Seputih Raman Lampung Tengah Lampung, Kode Pos 34155

### SURAT IZIN PRA SURVEY

No : 078/MA.Mf.06/E.4/III/2020

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Ma'arif 06 Seputih Raman menerangkan bahwa :

Nama : DWI PURNAMASARI  
NPM : 1501070044  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul Skripsi : THE ANALYSIS OF TWO PRE-READING COMPREHENSION STRATEGIES : CONTEXTUAL REDEFINITION AND WORD LIST IN EFL LEARNERS READING COMPREHENSION.

Berdasarkan surat Nomor : B-0669/In.28.1/J/TL.00/03/2020 tanggal 09 Maret 2020 perihal Izin Pra Survey, maka dengan ini kami selaku Kepala Madrasah memberikan Izin Pra Survey di MA Ma'arif 06 Seputih Raman Lampung Tengah guna memperoleh data yang diperlukan dalam menyusun skripsi saudara tersebut.

Demikian surat ini kami buat dengan sebenarnya, agar dapat digunakan sebagaimana mestinya.



Seputih Raman, 10 Maret 2020

Kepala Madrasah

H. Rizal M. Noor, S.Ag M.Pd.I

NIP. 197401102007101004



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) Email: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

KARTU KONSULTASI BIMBINGAN PROPOSAL SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : DWI PURNAMASARI  
NPM : 1501070044

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1	Monday 16/12/2019		✓	Revise Your Question (problem formulation) - Add the theory (Chapter 2) - Revise Chapter III	
2	Monday 26/12/2019		✓	Revise again - Show Reference	
3	Thursday 10/01/2020 2020		✓	Acc and continue to the first sponsor	

Mengetahui  
Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Svahreni Siregar, M.hum  
NIP. 197608 142009 122 004



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 website: [www.metrounis.ac.id](http://www.metrounis.ac.id) Email: [iaimetro@metrounis.ac.id](mailto:iaimetro@metrounis.ac.id)

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : ~~Dia~~ Purnamasari

Jurusan : TBI

NPM : 1501070044

Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 3/2-20	✓		→ cover → revise - write accurately	
2.	Kamis 20/2	✓		- Bibliography → revise	
3.	Kamis 5/3-20	✓		- change the school	
4.	Senin 9/3-20	✓		- revisian is ok - Acc for seminar	

Diketahui :

Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP.19750610 200801 1 014

Pembimbing I

**Dr. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**SURAT PERMOHONAN BIMBINGAN SKRIPSI  
Semester Genap Tahun Akademik 2019/2020**

Kepada Yth.,  
Ketua Jurusan Tadris Bahasa Inggris  
Fakultas Tarbiyah dan Ilmu Keguruan  
di-

Metro

*Assalamu'alaikum Wr. Wb.*

**Yang bertanda tangan dibawah ini :**

Nama Lengkap	: DWI PURNAMASARI
NIM	: 1501070044
Semester	: 10 (sepuluh)
Total SKS	: 139
IP Sementara	: 3,16
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan/Prodi	: Tadris Bahasa Inggris (PBI)
Tempat/Tanggal Lahir	: Rantau Jaya Ilir, 15 Januari 1997
Jenis Kelamin	: Perempuan
Status Perkawinan	: Tidak Kawin
Alamat Lengkap	: Jl. - RT/RW 013/- Desa/Kelurahan Rantau Jaya Ilir Kecamatan Putra Rumbia Kabupaten/Kota Lampung Tengah Propinsi Lampung
No Telp / HP	: 085783903631

**Dengan ini mengajukan permohonan surat bimbingan skripsi adapun judul skripsi dan pembimbing saya sebagai berikut :**

Judul SKRIPSI	: AN ANALYSIS OF TWO PRE-READING COMPREHENSION STRATEGIES: CONTEXTUAL REDEFINITION AND WORD LIST IN EFL LEARNERS READING COMPREHENSION
Dosen Pembimbing 1	: Dr. Umi Yawisah, M.Hum
Dosen Pembimbing 2	: Syahreni Siregar, M.Hum.

Demikian surat permohonan ini saya sampaikan dan diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 28 April 2020  
Pemohon,

**DWI PURNAMASARI**  
NPM 1501070044



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www. metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-0922/In.28.1/J/TL.00/4/2020  
Lampiran : -  
Perihal : BIMBINGAN SKRIPSI

Metro, 29 April 2020

Kepada Yth.,

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Dwi Purnamasari  
NPM : 1501070044  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : An Analysis Of Two Pre-Reading Comprehension Strategies: Contextual Redefinition And Word List In Efl Learners Reading Comprehension

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

*Wassalamu'alaikum Wr. Wb*



Ketua Jurusan TBI  
Ahmad Subhan Roza, M.Pd

187506102008011014



28/04/2020 15:31:51



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111


Telp. (0725) 41507, Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) Email: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Dwi Purnamasari Fakultas/Jurusan : FTIK/TBI  
NPM : 1501070044 Semester/TA : X/ 2020

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Tuesday 19 May 2020	✓	Acc Research Instrumans	

Diketahui :  
Kepala Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd**  
NIP.197506102008011014

Dosen Pembimbing II

  
**Syahreni Siregar, M.Hum**  
NIP. 19760814 2009122004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507, Fax. (0725) 47296 Website: [www.metroainiv.ac.id](http://www.metroainiv.ac.id) Email: [iaimetro@metroainiv.ac.id](mailto:iaimetro@metroainiv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : Dwi Purnamasari                      Fakultas/Jurusan : FTIK/TBI  
NPM : 1501070044                              Semester/TA : X/2020

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
1.	Rebu/ 20/5-20	✓	Acc for instrument	ly

Diketahui :  
Kepala Jurusan TBI

**Ahmad Subhan Reza, M.Pd**  
NIP.197506102008011014

Dosen Pembimbing I

**Dr. Umi Yawisah, M.Hum**  
NIP. 196204241999032001

## PERMOHONAN SURAT IZIN RESEARCH

---

Kepada Yth.,  
Dekan Fakultas  
di-  
IAIN Metro

*Assalamu'alaikum Wr. Wb.*

Saya yang bertanda tangan di bawah ini:

Nama : DWI PURNAMASARI  
NPM : 1501070044  
Fakultas : Tarbiyah  
Jurusan : Pendidikan Bahasa Inggris (PBI)  
Semester : 10 (Sepuluh)  
IPK Sementara : **3,16** ( Tiga Koma Satu Enam )  
Alamat Tempat Tinggal : Rantau Jaya Ilir Dusun VI Rt 013 Kec. Putra Rumbia Kab.  
Lampung Tengah Prov. Lampung  
HP. 085783903631

Dengan ini mengajukan permohonan Surat Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi. Judul dan Tempat Research sebagai berikut:

Judul Tugas Akhir/Skripsi : AN ANALYSIS OF TWO PRE-READING COMPREHENSION STRATEGIES: CONTEXTUAL REDEFINITION AND WORD LIST IN EFL LEARNERS READING COMPREHENSION  
Tempat Research : MA MAARIF 06 SEPUTIH RAMAN

Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:

1. Asli Kartu Rencana Studi (KRS) terbaru (memprogram Tugas Akhir/Skripsi)
2. Fotokopi Pengesahan Proposal
3. Fotokopi Surat Bimbingan Skripsi yang dikeluarkan Jurusan
4. Fotokopi Kartu Konsultasi Bimbingan Skripsi Acc BAB I-III (untuk S1), Acc Outline (untuk D3)

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

*Wassalamu'alaikum. Wr. Wb.*



Metro, 31 Mei 2020  
Pendaftar,

**DWI PURNAMASARI**  
NPM 1501070044



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-1101/In.28/D.1/TL.01/06/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : DWI PURNAMASARI  
NPM : 1501070044  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MAARIF 06 SEPUTIH RAMAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TWO PRE-READING COMPREHENSION STRATEGIES: CONTEXTUAL REDEFINITION AND WORD LIST IN EFL LEARNERS READING COMPREHENSION".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 17 Juni 2020





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1102/In.28/D.1/TL.00/06/2020  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA MAARIF 06 SEPUTIH  
RAMAN  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1101/In.28/D.1/TL.01/06/2020,  
tanggal 17 Juni 2020 atas nama saudara:

Nama : **DWI PURNAMASARI**  
NPM : 1501070044  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MAARIF 06 SEPUTIH RAMAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TWO PRE-READING COMPREHENSION STRATEGIES: CONTEXTUAL REDEFINITION AND WORD LIST IN EFL LEARNERS READING COMPREHENSION".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 17 Juni 2020  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003





MAJELIS WAKIL CABANG LEMBAGA PENDIDIKAN MA'ARIF NU SEPUTIH RAMAN LAMPUNG TENGAH

## **MA . MA'ARIF 06 SEPUTIH RAMAN**

AKTE NOTARIS NO : 103/II/1986, NSM : 131218020003, NPSN : 10816289

**STATUS : TERAKREDITASI B**

**SERTIFIKAT AKREDITASI BAN-SM TANGGAL 30 NOVEMBER 2017**

Alamat : Jl. Kamboja No. 06 Rukti Harjo, Seputih Raman Lampung Tengah Lampung, Kode Pos 34155

### **SURAT KETERANGAN**

NO : 080/MA.MF.06/E.4/VI/2020

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Ma'arif 06 Seputih Raman menerangkan bahwa :

Nama : **DWI PURNAMASARI**  
N P M : 1501070044  
Semester : 10 (Sepuluh)  
Program Study : Pendidikan Bahasa Inggris (PBI)

Bahwa benar telah selesai mengadakan observasi/survey di Madrasah Aliyah Ma'arif 06 Seputih Raman, guna mengulkan data (bahan-bahan dalam rangka menyelesaikan penulisan SKRIPSI/TUGAS AKHIR mahasiswa yang bersangkutan dengan judul "ANANALYSIS OF TWO PRE-READING COMPREHENSION STRATEGIES CONTEXTUAL REDEFINITION AND WORD LIST IN EFL LEARNERS READING COMPREHENSION" pada bulan Juni 2020 sampai dengan selesai.

Demikian surat keterangan ini kami buat agar dapat digunakan sebagaimana mestinya.



Seputih Raman, 20 Juni 2020  
Kepala Madrasah

**H. Rizal M. Noor, S.Ag, M.Pd.I**  
NIP. 19740110 200710 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : Dwi Purnamasari Fakultas/Jurusan : FTIK / TBI  
NPM : 1501070044 Semester/TA : X / 2020

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	Selasa, June 23 <sup>rd</sup> 2020	✓	1. Abstract - Paragraf pertama tujuan penelitian - Metodologi penelitian - finding 2. Bab 4 & 5 harus sudah menjawab problem formulation	
2	Wednesday 30 June 20	✓	Acc and entrance to the first sponsor	

Diketahui :  
Kepala Jurusan TBI

**Ahmad Saibhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Svahreni Siregar, M.Hum**  
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
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Jln. Kl. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : Dwi Purnamasari  
NPM : 1501070044

Fakultas/Jurusan : FTIK / TBI  
Semester/TA : X / 2020

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	Rabu 1/7-20	✓	- conclusion → revise - write correctly	
2.	Kamis 2/7-20	✓	- revision is ok - ACC for munagasyah	

Diketahui :  
Kepala Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001

## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Dwi Purnamasari*

NPM : *1501070044*

Fakultas : *FTIK*

Angkatan : *2015*

Telah menyerahkan buku berjudul *Teaching Drama and Theatre in the Secondary School*

Metro,

Ketua Jurusan TBI



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**SURAT KETERANGAN BEBAS PUSTAKA  
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Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

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Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070044.

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Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Juni 2020  
Kepala Perpustakaan



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## **CURRICULUM VITAE**

The name of writer is DwiPurnamasari. She was born in Rantau Jaya Ilir, on January 15<sup>th</sup> , 1997. She is the last child of happy couple, Mr. Sutrisno and Mrs. Suparmi.

In 2009, she graduated from SDN 01 Rantau Jaya Ilir. At the time 2012, she graduated from MTS Maarif 10 Rantau Jaya Ilir. She continued her study to SMK Bintang Nusantara Rumbia and graduated in 2015. In 2015, she entered S1 English Education Program of State Islamic Studies of Metro (IAIN Metro).