

Teacher's Use of Contextual Redefinition Strategy in Teaching Reading at Indonesian Secondary Islamic School

Sri Fatta Meldawati

Srifattameldawati@yapnasjp.ac.id

STAI Yapnas Jeneponto

Abstract: The aim of this study was to find out the effectiveness of Contextual Redefinition Strategy and to increase the students' reading skill. This research employed quasi-experimental design by using nonequivalent control group design since control group and experiment group were not chosen randomly. There were two variables, namely independent variable (independent variable was the use of Contextual Redefinition Strategy) and dependent variable (The dependent variable was the students' reading skill). The population of this research was the second grade students of MA Bontomarannu which consists of 28 students, 16 students as experimental group and 12 students as control group. The sample were taken by using total sampling technique. The instrument of this research was a reading test used in pre-test and post-test. The result of the data indicated that there was no significant difference between the students who are taught by using Contextual Redefinition Strategy from those who are taught by using conventional method. The mean score of post-test (69.03) in experimental group was greater than the mean score of post-test (64.70) in controlled group. The value of t-test (1.568) was lower than t-table (2.048) at the level of significance 0.05 with degree of freedom (df) = 26. Therefore, hypothesis H_0 was accepted and H_1 was rejected. Based on the finding and discussion of the research, the researcher concluded that the teacher' use of Contextual Redefinition Strategy does not improve the students' reading comprehension at the Second grade Students of MA Bontomarannu Takalar.

Key words: Contextual Redefinition Strategy, reading skill.

Introduction

In learning English there are four skills must be comprehended. They are listening, speaking, reading, and writing. The four skills mentioned are divided into productive and receptive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. Among the four skills above, in Indonesia reading is the most common problem for students whose mother tongue is not English, because they almost do not have the opportunity to hear or to speak that language. Comprehending English is a difficult thing for student if they do not have the basic knowledge, especially in comprehending a reading text, (Mundhe, 2015:1).

Reading is a skill that asks students to understand and comprehend the text. Through reading, the students can increase their knowledge, enhance their vocabulary, get information, can explore their idea and refresh their mind. Besides that, reading is activity in language skills that should be mastered by the students

besides listening, speaking, and writings skill. Therefore, this skill is a bridge to get information or knowledge, (Rahmadani, 2012:2).

Reading is one of skill that must be owned by student to be worldly and get the better life in the future. To study reading is very important because there are many advantages from reading. By reading we will be able to increase our knowledge.

Rahmadani, 2012:2 states that, reading skill is a bridge to get information or knowledge. First grade is traditionally thought of as the level where children learn to read. Not all children become fluent readers by the end of the first grade, but most take their first solid steps toward fluid reading. Their reading material varies from simple rhymes, to classroom news, to patterned stories and beginner non-fiction books. By the end of the year, most are reading grade-level chapter books and some are reading at even more advanced levels.

During the observation which was done at MA Bontomarannu, especially in the second-year students, it was found that some students had some problems in reading. The problems were; 1) they do not know what they read although the text which was given by the teacher was a short text; 2) they could not also understand the content of the reading passage; 3) they could not answer all the questions of the reading passage was given by the teacher; In addition, they did not have enthusiasm to join English learning teaching process. It was supported by the evidence that they felt bored and sleepy when they had reading class. Therefore, English teacher should find the strategies to make student more understand about the reading text.

In order to solve the problems, the researcher considers that the English teacher needs an appropriate strategy in teaching English. It is supposed to make the students more understand about what they have read. The teachers also need to provide a list of vocabulary which can help the students more comprehend about the reading text.

The effective teaching and Learning depend on choosing and using learning method that is suitable for teaching learning process. In the communicative model of language teaching, teachers help the students develop the body of knowledge mentioned above by providing authentic practice that prepares students for real life communication situations.

So, Contextual Redefinition Strategy (CRS) is one of strategy in teaching and learning process, because this strategy focused on the important of using context and structure analysis to determine the meaning of unfamiliar words from the reading passage. CRS try to give the solution to build students will to know the new things. It is one of the strategy that help students to enhance their reading ability. Besides that, learn the important of using context and structure analysis to determine the meaning of unfamiliar words from the reading passage. This strategy

can help students to connect between the context of what they learn and the context of their daily life. As they try to attain the learning goals.

Literature Review

What is reading?

Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. People have their own purposes why they read. It is also more than recognizing words within a sentence; it includes whole ability of thinking process to evaluate the information, Laila (2009:7).

Aebersold and Field (1997:15) say that reading is what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. So, there is an interaction between the text and the reader that constitute actual reading. While, Davies (1995:1) says that reading is a private activity. It is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time. Due to this privacy, the process of reading and responding to a writer is not directly observable.

Grellet (1998:7) defines reading as an active skill that constantly involves guessing, predicting, checking, and asking oneself questions. Wallace (1992:4) adds that reading is interpreting which means reacting to a written text as a piece of communication.

According to Burhan (2012:9), reading is a physics and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physics activity because the parts of the body, our eyes particularly, do it. And it says mental activity because perception and memory as parts of thought are involved in it. Cline, et al (2006:2) state that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

How is the application of Contextual Redefinition Strategy in teaching reading skill?

Many researchers have pointed their opinion about Contextual redefinition (Brassel, 2011:26) states that CRS is an instructional strategy used to help students acquire the ability to use context and structural analysis to determine the meaning of unfamiliar words. Using contextual redefinition, the teacher models how to

figure out the meaning of an unfamiliar word. This is done through structural analyses such as using prefixes, suffixes, and root words to associate with other meaningful word parts.

The strategy is used to 1) demonstrate to students the importance of using all con- textual clues available to determine the meaning of unfamiliar words, 2) show Students how to make educated guesses about the meanings of unfamiliar words utilizing context, 3) make students active participants in the discovery of new words, and 4) allow students to share their thought processes with one another and understand different ways to derive meaning from print, Brassel, (2011:26).

Brassel also points out about how to use a text passage and selecting unfamiliar words strategy by a teacher to be applied in the class. First, write a sentence on the chalkboard or on an overhead transparency that permits students to guess the meaning of the key words through the use of contextual clues. If the text already has such a context, use that one, if an original sentence is required, include various clues such as synonyms or analogies. Second, Using the chalkboard or overhead, show students the words in isolation, pronounce them, and ask them to predict each word's meaning. Third, as students present their definitions for words, ask them to provide a rationale for their thinking. Record definitions given by students. Fourth, ask students to look at words in their appropriate Context, using the sentences previously presented on the chalkboard or overhead. Again, allow students to present their definitions of the words and to provide a rationale for their thinking. Fifth, ask students to reflect on their predictions and revise, if necessary. Tell students to use dictionaries to verify their predictions. Sixth, discuss quality of predictions when words are presented in isolation versus in context.

Not only Brassel but also Brunner, (2011:5) whose carry on to the application of contextual redefinition strategy by giving some steps in teaching such as; select unfamiliar vocabulary words from the reading, then write a sentence that includes each word, the sentences should give clues to the meaning of the vocabulary word, after that, divided students into small groups and present individual words to groups of students, this can be done with a whiteboard or transparency, using power point, or on paper. In some cases, it may help to pronounce each word for the students, then instruct students to define each word based upon background knowledge, after students have finished providing their own definitions, give each group vocabulary words in the context of how they will appear in the read-109. finally, after modifications are made, instruct students to verify the definitions of word by using the glossary or dictionary.

How does the use of Contextual Redefinition Strategy increase the students' reading skill achievement?

Several studies have examined the use of contextual redefinition, in experimental classroom study, Rahmadani (2013) found that Contextual Redefinition Strategy was not mean in effective to be applied in teaching reading than questioning the author strategy. The researcher explained some factors that caused the null hypothesis was rejected. That was not only from itself strategy but also from itself students. First, the students did not interest in learning English especially reading comprehension. Second, the students were not seriously in learning. Third, the class was difficult to control. Fourth, they tend to waste the times in analyzing meaning of vocabulary before and after reading so that reading comprehension did not get by them. Finally, less of cooperative from the students after they make pairs.

The other researcher found another result about the application of this strategy. Kwiatkowska (2012) in her Dissertation, "Understanding Reading Comprehension Performance in High School Students". She found that by addressing the methodological limitations associated with past reading comprehension research (i.e. restrictions in the range of age of sample, measurement error, multi-dimensionality of the reading comprehension construct, confounds associated with the use of different control variables, nature of comparison group), the studies included in my dissertation provide two major findings. First, later reading comprehension difficulties are evident early in children's schooling. This finding emphasizes the need for early identification and remediation of reading comprehension difficulties

Based on the Kwiatkowska's statements, she emphasizes to identify the word in reading passage, it is related with contextual redefinition strategy. In analysis descriptive classroom study, Asrika (2013) found that there are some advantages found in 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.

Methodology

This research used Quasi-Experimental design in which two groups are involved. They were experimental group and control group. Pre-test administered before treatment while post-test administered after treatment to measure its effect. The purpose of the research was to find out the effectiveness of Contextual Redefinition Strategy in teaching reading.

First test or pre-test conducted to both of classes as the first step of the research. This test had purpose to obtain the data of the students' achievement and to ascertain that the students from both of class have the same capability and the same English proficiency before they received the treatment. Treatment was given to the students after doing pre-test. The students were given some treatments by using descriptive text as the reading material. In this case, the treatment designed for six meetings to the experimental group and control group. Before the students were given the treatment, the teacher gave motivation to make the students enthusiasm and interest in learning. In this research, was used descriptive text as a media in teaching reading. In contrast, the control class was given some treatment by using conventional method. Time was allocated for each meeting consists of two hours. After giving treatment the researcher conducted the post test at the end of the research. It was conducted to measure students' achievement after the treatment. It was given to both of experimental and control class. This post-test intended to find out the differences between students' score of both classes. The post-test was almost similar to the pre-test.

This research was conducted at the eleventh-grade student of MA Bontomarannu in academic year 2016/2017. The population consisted of two classes where the XI A had 12 students and XI B had 16 students. Therefore, the number of population was 28 students. The researcher used total *sampling technique* which took all classes (XIA and XIB) included 28 as the samples which divided into experimental class and control class.

Technique Data Collection

There were some steps that researcher applied in conducting this research, there were reading test. The test was conducted twice. Firstly, the students received a test before giving treatment that called as pre-test, after giving treatments they received a test again that called as post-test. The pre-test was given to find out the

initial skill before presenting the material. The post-test was given to find out how far their skill or achievement after learning.

First of all, the researcher gave the student pre-test. The test was about descriptive text of "Losari beach" and consist of 30 questions about the test. They were given 60 minutes to finish the test. This test was applied to know students' reading skill before giving them some treatments. Second, the researcher conducted post-test to students to find out whether any progress or improvement of the students' reading skill after learning through the contextual redefinition strategy. In this post-test the researcher took the time about 60 minutes. The test was about descriptive text of "Makassar" and consists of 30 questions.

Technique of Data Analysis

There are four techniques in collecting data used by the researcher, the four techniques are 1) Scoring the students' correct answer of pretest and posttest bay using Yuniarto's formula that total correct answer divided by total maximum score and times one hundred will get the students correct answer. 2) Calculating the mean score of students' answer in both pretest and posttest by using Gay 2006:320 formula. 3) The category result of students in learning there were seven categories, based on Depdikbud, 1985:28 formula, such as 90.6 – 100 rate score was in excellent category, 80.6 – 90.5 in very good category, 70.6 – 80.5 in good category, 60.6 – 70.5 in fairly good category, 50.6 – 60.5 in fair category, 30.6 – 50.5 in poor category, and 0.0 – 30.5 in very poor category. 4) Finding out the effectiveness of the strategy by using Gay's formula that t score are x_1 minus x_2 divided by squared rood of ss_1 plus ss_2 divided by n_1 plus n_2 minus 2 and one divided by n_1 plus one divided by n_2 where t is the test of significance, X_1 is mean score of experimental class, X_2 is mean score of control class, SS_1 is the sum of square of experimental class, SS_2 is the sum of square of control class, N_1 is the subject of experimental class and N_2 is the subject of control, (Gay, 2006:349).

Finding

The Effectiveness of Contextual Redefinition Strategy

At the experimental group, the researcher found the mean score of the students in pre-test were 46.78. Most of students felt confuse to answer the questions based on the topic had been given by the teacher. It was caused, they had minus vocabulary mastery. After giving treatment by using Contextual Redefinition Strategy, the score of the students' had improved. It showed in post-test which to

be 69.03. It was indicated that, students had improve their vocabulary and they can answer the questions. The percentage of improvement the students in pre-test to post-test was 47.56%.

The Frequency and Rate Percentage of the Students' Score in Pre-Test and Post-Test Experimental Group found the result of the pre-test shows that from 12 students, there were no students got excellent, very good and good. 4 (25%) students are classified as very good, 4 (11.11 %) students are classified as good, 15 (41.67 %) students are classified as fairly good, and 2 (12.5 %) students are classified as fair, 7 (43.75%) students are classified as poor, 3 (18.75%). And the mean score was 46.78 from the result, it can be concluded that in pre-test was Inadequate, but in post-test, from 16 students there were no students got excellent. 4 (25%) students are classified as very good, 4 (25%) students are classified as good, 6 (37.5 %) students are classified as fairly good, and 2 (12.5 %) students are classified as fair score.. The mean score was 69.03. From the result, it can be concluded that the students' reading skill in post-test was higher up than pretest two levels into very good score.

At control group the data showed that the mean score of the students in pre-test were 54. Most of students felt confuse to answer the questions based on the topic had been given by the teacher. It was caused the student had minus vocabulary. After giving treatment by the researcher by using Conventional method, the score of the students had improved but not significance. It showed in post-test which to be 64.70. It was indicated that the student had improve their vocabulary and they also can answer the questions. The percentage of improvement the students in pre-test to post-test was 19.81%. It was meant that conventional method could improve students' Reading Skill.

The frequency and rate percentage of the students' score in pre-test and post-test control group, the result of the pre-test in control group showed that from 12 students, there were no students got excellent and very good. 1 (8.33%) students are classified as good, 3 (25 %) students are classified as fairly good, 4 (33.33%) students are classified as fair, and 4 (33.33 %) students are classified as poor. And the mean score was 54. From the result, it can be concluded that the students' reading skill in pre-test was fair. In post-test there were no students got excellent and very good score. 6 (50%) students are classified as good, 2 (16.66 %) students are classified as fairly good, 1 (8.33 %) students are classified as poor. The mean score was 64.70 From the result, it can be concluded that the students' reading skill in post-test was classified good.

The Increasing of Student's Reading Skill Through Contextual Redefinition Strategy.

The data of the increasing the student reading skill at the experimental group showed that the mean score of the students in pre-test were 46.78. Most of students felt confuse to answer the questions based on the topic had been given by the teacher. It was caused that they had lack of vocabulary. After the researcher gave treatment by using Contextual Redefinition Strategy, the score of the students' had improved. It showed in post-test which to be 69.03. It was indicated that the student's had improve their vocabulary and they can answer the questions. The percentage of improvement the students in pre-test to post-test was **60.29 %**. It was meant that Contextual Redefinition Strategy could improve students' Reading Skill.

It was quite different between the result of data in experimental group and control group, the data of the increasing the student reading skill at the experimental group showed that the mean score of the students in pre-test were 54. Most of students felt confuse to answer the questions based on the topic had been given by the teacher. It was caused that they had lack of vocabulary. After the researcher gave treatment by using Conventional Method, the score of the students had improved. It showed in post-test which to be 64.70. It was indicated that the student's had improve their vocabulary and they can answer the questions. The percentage of improvement the students in pre-test to post-test was 19.81%. It was meant that Conventional Method could improve students' Reading Skill.

After observing the result of every data in experimental and control group, the researcher gave the initial conclusion that both of experimental and control group the students achievement in reading are quite same so, the researcher needs to test the significant different of both two groups. The significant score between experimental and control group can be known by using t-test. T-test value was lower than t-table. The result of the test shows there was significant difference between t-table and t-test ($2.048 > 1.568$), it means that t-table was higher than t-test.

The result of the t-test statistical analysis showed that there was significant difference between the experimental group who got treatment by using Contextual Redefinition Strategy with controlled group who got treatment by conventional method, even though different both of them was not enough high. The statement was proved by the t-test value (1.568) which lower than t-table value (2.048), at the level of significance 0.05 and the degree of freedom $(N_1 + N_2) - 2 = (16 + 16) - 2 = 26$. It is indicated that there was a significant difference between the mean score of the post-test of experimental group was (69.03) and the mean score of post-test of controlled group (64.70). In addition the t-test value was smallest than the t-table value that is ($1.568 < 2.048$) it means that the null hypothesis (H_0) was accepted and alternative hypothesis (H_1) was rejected.

Seeing the result above, it can be concluded that teaching English using Contextual Redefinition Strategy cannot improve the students' reading skill at the Eleventh grade MA Bontomarannu Takalar.

Discussion

This part presents a discussion dealing with the interpretation of the research findings derived from the result of statistical analysis to depict the students' reading skill in the teaching and learning through Contextual Redefinition Strategy on reading descriptive text.

The description of data collected from reading skill, as explanation in the previous section showed that the students' reading in both of Experimental and Control group were improved but no significant. It was supported by mean score and percentage of the students' pre-test and post-test result in both of group.

■ The Effectiveness and the Increasing Student's Reading skill Through Contextual Redefinition Strategy (Experimental Group).

The effectiveness and the increasing student's reading skill can be seen from their reading product. The experimental group's score was increased but no significantly. In regard with the improvements of students answer about descriptive text and contextual analysis. In the first meeting when researcher gave pre-test, researcher looked most of students did not know to answer the questions. It could be seen in the table 4.1 that the students' reading achievement in pre-test's mean score was very poor, it was 46.78.

After the students had given treatment by using Contextual Redefinition Strategy, by applying the following steps; (1) The students Select unfamiliar vocabulary words from the reading. (2) The students write a sentence that includes each word. (3) Divided students into small groups. (4) Present individual words to groups of students. (5) Instruct students to define each word based upon background knowledge. (6) After modifications are made, direct students to verify definitions using the glossary or dictionary. Brunner, (2011:5). The mean score of student's in post-test had improved to become 69.03. It was higher than pre-test score. Pre-test to post-test score, there was achievement score of students from low to high by using Contextual Redefinition Strategy. The improvement percentage showed 47.56 %. Using Contextual Redefinition Strategy had improved students' reading skill.

Dealing with vocabularies, the improvements of students' reading were regard with some factors in teaching learning process. Particularly; the

students were introduced to the sample of descriptive text in real context which has new vocabularies. The development of students' mastery in vocabularies revealed from the number of words they used on pretest and on posttest. On pretest, most students in both groups lacked of vocabulary. After treatments, students in experimental group showed some progression in terms of their vocabulary usage.

Based on finding above in using Contextual Redefinition Strategy in Experimental Group, the data was collected by the text as explanation in the previous finding section showed that the students' reading skill were improved. It could be seen on the mean score of pre-test and post-test and also improvement percentage.

The data on the showed that the score improved from 46.78 in pre-test's mean score to 69.03 in post-test's score. It was good improvement because they could use appropriate vocabulary in reading descriptive text.

■ The Effectiveness and the Increasing Student's Reading skill Through Conventional Method (Control Group).

The effectiveness and the increasing student's reading skill can be seen from their reading product. The control group's score increases but not significantly. In regard with the improvements of students answer about descriptive text and contextual analysis. In the first meeting when researcher gave pre-test, researcher looked most of students did not know to answer the reading question same in the experimental group. It could be seen in the table 4.3 that the students' reading achievement in pre-test's mean score was poor, it was 54.

After the students had taught by using conventional method, mean score of student's in post-test had improved become 64.70. It was higher than pre-test score. Pre –test to post-test score, there was achievement score of students from low to high by Conventional Method. The improvement percentage showed 19.81 %. Dealing with vocabularies, the improvements of students' reading were regard with some factors in teaching learning process. Particularly; the students were introduced to the sample of descriptive text in real context which has new vocabularies. The development of students' mastery in vocabularies revealed from the number of words they used on pretest and on posttest. On pretest, most students in both groups have same problems with experimental group. After using Conventional Method, students in Control group showed some progression in terms of their vocabulary usage. Based on finding above in using Conventional Method in Control Group, the data was collected by the text

as explanation in the previous finding section showed that the students' reading skill were improve but no significantly. It could see in mean score of pre-test and post-test and also improvement percentage on the table 4.3. After calculating of score between pre-test and post-test score, the researcher found that reading skill of students improved to become 19.81 %.

■ The Significance Improvement of Students' Reading Skill in Experimental and Control Group.

The student's mean score of pre-test in Experimental group was 46.78. After giving the treatment by using Contextual Redefinition Strategy, the student's mean score of post-test was 69.03. It means that the mean score of the student's in Experimental group have an improvement but not more significantly, namely 47.56 %. In Control Group the student's mean score of pre-test was 54. after giving the treatment by using Conventional Method, the student's mean score of post-test was 64.70. It means that the mean score of the student's in control group have an improvement but not more significantly, namely 19.81%.

The result of the t-test statistical analysis showed that there was no significant difference between the experimental group who got treatment by using Contextual Redefinition Strategy with control group who got treatment by using conventional method, eventhough the different both of them was not enough high. The statement was proved by the t-test value (1.568) which lower than t-table value (2.048), at the level of significance 0.05 and the degree of freedom $(N_1 + N_2) - 2 = (16 + 12) - 2 = 26$. It means that the null hypothesis (H_a) was rejected and alternative hypothesis (H_0) was accepted. Seeing the result above, it can be concluded that teaching English by using Contextual Redefinition Strategy cannot improve the students' reading skill at the Eleventh grade Students of MA Bontomarannu Takalar. The result was different with the purpose of Contextual Redefinition Strategy which was explained by Brunner (2011:6) she said that the purpose of the contextual redefinition is to assist students with contextual analysis by helping them make educated guesses related to the meaning of a specific word. By using the steps in the process of this strategy, students be better prepared to read efficiently and proficiently without teacher assistance.

It means that $t\text{-test} \leq t\text{-table}$, so H_1 was rejected and the H_0 was accepted, and the result proved that there was no a positive effect of using Contextual Redefinition Strategy toward students' reading skill.

Conclusion

Based on the research findings and discussion in the previous chapter, it can be concluded that the use of Contextual Redefinition Strategy in teaching reading at the Eleventh grade of MA Bontomarannu Takalar in academic year 2016/2017 cannot improve the students' reading skill, it can be seen from the data that there was no significant difference between two classes of the students' score in pre-test and post-test after giving the treatment.

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