



Teaching Reading Strategies for Vocational High School

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Abstract

The aims of this research were to find out the English learning strategies for students at the second years students of SMKN 1 Kramatwatu and the students reading progress after having their own strategy in enhancing their reading comprehension. In this research, the researcher used qualitative research by implementing a case study research, which is more emphasize social reality as something intact complex, dynamic, and interactive, to examine the condition of natural objects. Based on the finding of the research indicated that there are some difficulties faced by the students, namely 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 was found 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. On the other hand, there were changes in student second year, the students who achieve more than minimum scores. It can be concluded that: firstly, the students' difficulty in understanding reading is influenced by the lack of mastery of vocabulary and low motivation to learn. Secondly, 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.

Keywords: contextual redefinition, reading strategies, words list

Introduction

English is one of international languages. It is used all over the world. As a result, Indonesian government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university. In learning language, there are four language skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom.

As a matter of fact that reading is one of the important language skills learned by

the students. Through reading, the students are able to improve their own language and experience. They will get the information and idea which they need to know. It is an essential part of language learning in every level. Reading activities can support the learners in learning English in several ways. For instance, the learners may do reading activities in order to master the language. In this case, they used reading material as a language input. By giving students the reading materials, the teachers provide the opportunities for students to gain vocabulary, grammar, sentence, and others.

Moreover, for Indonesian students this is a bridge in understanding scientific



books. Since they have lack of knowledge in English, they often encounter difficulties in reading the English books. Another study revealed that the teachers used three strategies in teaching reading at SMK West Lombok, the first is Memorizing strategy where the students must memorize five vocabularies every meeting, (Hudri Muhammad & Naim, 2019).

In education, reading skill is one of requirements for the students to comprehend the material during learning process. For instance, when the students have an examination, the test is given in reading text form. If the students have a good skill in reading, they can understand the text easily and answer the question based on their understanding of the text.

Furthermore, by mastering reading skill, students can practice self-learning to gain more worth information and knowledge to increase their competence in English. Reading comprehension needs specific strategies and abilities. There are the six components of reading comprehension, that are: (1) skimming and scanning,(2) vocabulary in context, (3) finding topic and ideas, (4) finding purpose and organization, (5) finding reference words, (6) finding details and factual information. Based on informal interviews with English teacher and student of SMKN 1 Kramatwatu, the researcher found students had difficulty understanding comprehension. Most students lack vocabulary, so they find it

difficult to find the meaning of words and percipient words. They also face difficulties in understanding the contents of the text.

Students are also unable to understand reading, because they do not know how to apply this technique in reading skill such as skimming and scanning. To be a better reader, student need to pay attention to how they read, and what they can doto improve their understanding of can do to improve their understanding of reading a text and one of them is to have a strategy in reading comprehension.

Discussing about the strategy of learning reading strategy there is no exact strategies mentioning here, that is why the researcher wants to investigate. This is in line had developed a new language learning strategy system which includes two main classifications which is the direct and indirect strategies, (Oxford, 1990). Direct strategies are specific ways that involve use of language, sub-divided into memory, cognitive and compensation strategies, (Lee, 2003). Memory strategy which is for remembering and retrieving new information, are consist of four sets which include creating mental linkages, applying image and sounds, reviewing well and employing action, (Zare, 2012).

Cognitive strategies which is for understanding and producing the language, are consists of four sets which is practicing, receiving and sending message, analyzing and reasoning and creating structure for



input and output, (Zare, 2012). The last subcategory of direct strategies is the compensations strategies. Compensation strategies enable learner to use the language despite knowledge gaps include two sets which is guessing intelligently and overcoming limitations in speaking and writing, (Zare, 2012). Indirect strategies are strategies that do not directly involved using the language, but they support language learning, (Lee, 2003). Indirect strategies are divided into three subcategories which include metacognitive, affective and social strategies. Metacognitive strategies enables the learner to coordinate their own learning process by centering your learning, arranging and planning learning and evaluating own learning, (Lee, 2003).

Affective strategies assist students to monitor their emotions, motivation and attitudes associated with learning by lowering anxiety, encouraging oneself and taking emotional temperature, (Zare, 2012). Social strategies are used for learning with others and are divided into three sets which are asking questions, cooperating and empathizing with others (Rubin, 1994).

The strategies in teaching English are very important. Many students complaint about the difficulties in understanding one of reading skill which is very important in yielding creative, critical and smart for generation is reading skill. That is one of the reasons why the researcher is motivated to further this study. Moreover,

reading is necessary when students undertake their study, especially at school level. They need good reading skill for acquiring knowledge and learning new information. However, in fact, most of students are usually very lazy to read. Therefore teacher needs to implement an attractive techniques or method in teaching English, especially when they are teaching about reading.

The researcher also found the fact that there are many teachers who did not know how to teach reading comprehension. It is supported by the fact that the teachers continuous enquire the students to read the text and then answer the question without understanding first. In addition, if the students obtain low score, the teacher said that the students were not able in reading comprehension and argue that the students do not understand the subjects that are being taught. Many researchers have been conducted related to the Teachers' strategies in teaching reading comprehension analysis. Those researches are believed can support the current research which is conducted by the researcher. The previous research was about "An Analysis of Teacher's Strategies in Reading Comprehension Class of The Second Grade Students of SMPN 3 Ngrambe. Another research also reveals that lecturers mostly use effective teaching strategies via continual improvement and updating their teaching strategies, (Amin, 2017). Moreover, it concludes that effective



teaching strategies have a positive impact on producing good and fast learning outcomes. It would be more helpful to consider teaching strategies as an aid to the teacher just like any other teaching aid. That is to say, effective teaching strategies can offer the teacher much more to enhance and support students' learning.

Theoretical Review

Teaching Strategies

Strategies are special methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Based on the explanation above, these mean that strategy that is used by the teacher is based on the approach that has been used, (Brown, 2004).

Teaching was giving helping process to students in learning process. In teaching process, there were some aspects that must be considered by a teacher. Teaching strategies was a plan of the teacher designed learning process in achieving learning purposes. There are many kinds of teacher strategies in their teaching, depending on what information or skill the teacher is trying to convey. Some of the kinds of the teaching strategies are: cooperative learning and group or pair work, role playing activities, problem solving activities, using technology to practice learning by the implementation of the method.

Language Learning Strategies

They are many linguists on the categorization of learning strategies. They have different opinion on classifying it. The following discussion discusses about different beliefs of learning strategies classification. Among others are: as the pioneer of learning strategy categorized learning strategies into three major. The first is learning strategies. Learning strategies have two main types; cognitive learning strategies and metacognitive learning strategies. In cognitive learning strategies, it refers to problem-solving that required deeper analysis about learning materials. While metacognitive learning strategies, it refers to self-direct language learning. The second is communication strategies which used by the learners when faced difficulty in understanding the meaning of the speakers, (Rubin, 1994). The last is social strategies which the objective is to expose target language and practice it, (Murat, 2000).

Kind of learning strategies is divided into three types, metacognitive, cognitive, and socio affective strategies, (O'Malley, 1990).

- a. Metacognitive strategies. This strategy involves process such as planning for learning, thinking about their learning process, self- correctness, and evaluating learning after an activity is completed. The example of this strategy is planning and self-monitoring.
- b. Cognitive strategies. This strategy involves direct learning process about



the learning material itself and have limited specific learning task. The example of this strategy is repetition and making inference.

- c. Socio-Affective strategies. This kind of strategy has close relationship with social activity and interacting with the other. The example of socio-affective strategies is cooperation and question for clarification, (O'Malley, 1990).

Another kind of language learning strategies came from Oxford. Based on her, language learning strategies are divided into two types; direct strategies and indirect strategies. In direct strategies, it divided into three which are memory strategies, cognitive strategies and compensation strategies. While indirect strategies divided into three categories, they are metacognitive strategies, effective strategies and social strategies.

General Strategies for Reading Comprehension

The process of comprehending text begins before children can read, when someone reads a picture book to them. They listen to the words, see the pictures in the book, and may start to associate the words on the page with the words they are hearing and the ideas they represent. In order to learn comprehension strategies, students need modeling, practice, and feedback.

Contextual Redefinition strategy is to assist students with contextual analysis by helping them make educated guesses related to the meaning of a specific word, (Burner,

2008).

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. That is, this strategy makes it easier for students to know the meaning and can add vocabulary. This strategy can be applied insome types of the text such as fiction and nonfiction, (Simanjuntak, 2019).

Based on the definitions about it can be concluded that contextual redefinitionis 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. Burner highlights the question in this strategy should follow the levels of bloom taxonomy.

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



contextual redefinition strategies will be more effective for students to understand a reading text. 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, (Baleghizadeh, 2010). Word list indicate that the students gained higher score and enriched more vocabulary after using word list. In addition, word list 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, (Hill. Ogle, 1986). 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, (Lems, 2005). 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, (Benjamins, 2016).

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

Reading

There are four skills in English, they are: speaking, listening, writing, and reading. All those skills are very important for English learners. Each skill has different function in English. Thus, it is better for English learners to master all of those skills. One of those skills is reading skill.

Reading is useful for language acquisition, (Harmer, 2011). Hence, it is stated that reading is the process of receiving message and interpreting information that is written by the writer through a text. Reading is a fluent process of readers to combine information from a text and their background knowledge. Because reading is not a simple process in which the reader just reads and accepts whatever is stated in the text, but also uses their mind to interpret the text. So, it can be concluded that reading is an activity that involves a thinking process to get knowledge and create new ideas through interpretation



of the text, (Hempenstall, 2016).

Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success, (Jane, 2008). Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of language. So it can be concluding that Reading is necessary to widen the mind, again and understanding of the foreign culture. The Practice of English Language Teaching, (Harmer, 2011).

Moreover, he states reading is useful for language acquisition provide that student more or less understand what they read, the more they read the better they get it. Reading is a constant process of guessing, and what one brings to the next is often more important that what one find in it, in reading, the student should be taught to use what they know to understand unknown elements (Grallet, 1998).

Based on some definitions of reading above the researcher conclude that reading is one of basic skill of language learning it cannot be separated from other skills of language learning beside writing, speaking and listening. Those skills must be learnt by English language learners Reading skill can improve other language skill.

Strategies for Reading Comprehension

To gain the Success result on language learning Process, there will be

need suitable strategies in reading comprehension. Treating comprehension is primarily a matter of developing appropriate and efficient comprehension strategies. There are ten such strategies in which they can be applied to the classroom technique that will be explained as follows, (Brown, 2004): Identifying the purpose of reading is also part of activity to enhance technique. This strategy needs the teacher to make the students know their purpose in reading something. It is need to make an efficient reading during the teaching learning process in which an efficient reading consists of clearly identifying the purpose of reading something. By doing so, the students know what they are looking for and can weed out potential distracting information.

Using graphemes rules and pattern to aid in bottom –up decoding (especially for beginning level learner is the first step. At the beginning levels of learning English, one of difficulties students encounter in learning to read is making the correspondences between spoken and written English.

Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced learners) is part of thing to be understood. At the intermediate- to-advanced level, students aren't needed to be speed reader. They only need the help to increase the efficiency by using a few silent



reading rules taught by the teacher.

Skimming the text for main idea is having the understanding. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being to predict the purpose of the passage, the main topic, or message, and possibly some of developing or supporting ideas. This gives them a head start as they embark on more focused reading.

Scanning the text for specific information is also important. Scanning is very useful for students to find the specific information, answers the questions in assignment or exam, and also to minimize their time in answering the questions in the text. Scanning is a device used to locate details-specific information that may be asked at the end of the assignment". Meanwhile another one mention that scanning is very high-speed reading that you do when you are looking for a specific piece of information, (Casey, 2003).

Scanning can be defined as a technique of quickly searching for some articular pieces of information in a text. Scanning exercise may ask students to look for name or dates to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. For academic English, Scanning is absolutely essential. In vocational or general English

scanning is important in dealing with genre like schedules, manuals, form, etc.

Guessing when they aren't certain. Students can guessing to these advantage to guess the meaning of a word, a grammatical relationship(e.g. a pronoun reference), a discourse relationship, a cultural reference, content message and infer implied meaning (" between the line"). They should utilize all their skills and put forth as much effort as possible to be a target with their hypotheses where the key to success guessing is to make it reasonably accurate. So, we can help student to become accurate guesser in which they fill gaps in their incompetence by intelligent attempts to use whatever clues are available to them.

QARs strategy in teaching starting point to address the problems that stand in the way of moving all students to high levels of literacy. QAR empower students to think about the text they are reading and beyond it and inspires them think creatively and work cooperatively while challenging them to use literal and higher- level thinking skills, (Suparman, 2012).

This strategy leads the students to categorize the question in order to ease the students in finding the answer of the questions because after they categorize the questions, they already know what they to do and they should find the answer. Strategies in teaching reading stated organized a teaching system for reading around the word (Nunan, 2003).



Method

This research was conducted in SMKN 1 Kramatwatu Serang, Banten Province. The researcher chose to do a research in this class because that was a new experience for the students to learn English.

The researcher used qualitative research method by implementing a case study research design, which is more emphasize social reality as something intact complex, dynamic, and interactive, to examine the condition of natural objects, (Hossain, 2011). Data will be obtained in the form of words, sentences, and schemes or images. This research will also seek to understand social situations in depth, find patterns, hypotheses and theories.

The approach had been taken in this study was phenomenological approach and field research approach. Conceptual phenomenological approach was a study of the appearance of an object, event, or conditions in individual perceptions. Field research describes and the condition and phenomena that are more clearly about the situation that occurs or by looking for data directly by looking at the object to be studied. Here, the researchers as subjects (actors) research. This approach was used for analyze and find out about English learning strategies that are used by students at SMKN 1 Kramatwatu.

The researcher used observation, documentation, and interview to have the data in qualitative research. Qualitative

research involves the use of qualitative data, such as interviews, documents, and participant observation data, to understand and explain social phenomena, (Mayring, 1997). Before the writer began to make a documentation and interview, she observed the situation in the class and checking the preparation, pre-teaching, while-teaching and post-teaching of the teacher.

Then, the researcher made documentation while teaching and learning reading comprehension text. After getting data from observing and making document, the writer interviewed structure questions to the teacher and give the questionnaire to three randomly at teacher. Then, after getting the whole data, the writer crosschecked the result of teachers' questionnaire and the result of teachers' interview.

At first researcher did the observation at the students in the second year of SMKN1 Kramatwatu from Monday, May 17th 2021. These tables bellow show the result of observation of reading comprehension. Strategies are used in English learning for students reading comprehension at the second year's students of SMKN 1 Kramatwatu in academic year 2020/2021.

Results

The Strategy of 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:

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.

Word List

The initial word list strategy was to help EFL learners for learners in SMKN 1Kramatwatu. 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 1. Students' Reading Category

No	Grade	F	%
1	50-60	4	14
2	70-80	20	68
3	90-100	6	18

From the results of tests on research May 17th 2020, there were 26 students with grades reaching minimum scores and 4 students with grades below minimum scores.

Researcher conducted an interview on May, 18th, 2021 at SMKN1 Kramatwatu. The interview refers to the English teacher, students highest and lowest grades. The researcher uses prepare questions about reading comprehension, but the answer from informant.

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. 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 are 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 SMKN 1 Kramatwatu 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.

Difficulty of Students in Reading and Understanding the Contents of Reading

From the results of research, it was conducted by the researcher at SMKN 1 Kramatwatu, 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.

This strategy was 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 will help 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 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 writer concludes 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.

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 are 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.

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Using contextual redefinition will help 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 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 writer concludes 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.

Conclusion

Based on the problems about strategies are used in English learning for students reading comprehension at the second years students of SMKN 1 Kramatwatu, the teacher used two pre-reading strategies: contextual redefinition and word list to help students understand the contents of a reading text. For the second research the question, the researcher concluded that there was some progress of student's grades; this is shown from the results of the value of students who achieve more minimum score.

The following researchers describe: firstly, the students' difficulty in understanding reading is influenced by the lack of mastery of vocabulary and low motivation to learn. Secondly, 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. 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.

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