ENGLISH LEARNING STRATEGY BY APPLYING CR STRATEGY FOR ESP CLASS

A.Samsu Rijal,
Universitas Islam Makassar
Email: samsurijalandi@gmail.com

Abstract

ESP Students of Makassar Islamic University cannot be acquired the four language skills simultaneously since they are still low vocabulary achievement. This research aimed at investigating whether the contextual redefinition (CR) strategy could improve the ESP students' vocabulary achievement. This research was pure experimental research which carried out in the pharmacy Department of Makassar Islamic University as the one ESP class. Whereas the CR strategy was taught in the treatment group. To find out the improvement of students' vocabulary achievement, the researcher used pre-test and post-test. Then data were analysed by using SPSS and t-test. The research result indicates, that the procedure in the application of contextual redefinition strategy can lead students to be independent learners inside and outside of the class. Their terminological knowledge improve well after they were taught contextual redefinition as available strategy to unlock the meaning of unknown words from the pharmacy literature. Statistically, the mean score for pre test is 36.7667, and the mean score for the post test is 54.1467. this means that the vocabulary teaching through contextual redefinition strategy significantly has the impact on pharmacy students' vocabulary achievement. Since the application of this strategy the pharmacy students give positive attitude there are 73.3 % of pharmacy students who agree if the English teachers for the Pharmacy English use the strategy to improve the students' vocabulary. The use of contextual redefinition strategy in vocabulary teaching can have the positive impact on the development of the pharmacy students' vocabulary achievement.

Keywords: *ESP, teaching strategy, vocabulary improvement*

1. INTRODUCTION

Teaching and learning are one of the essential processes in improving the human resource. Regarding the teaching and learning of English, it is intended to emphasize the learners capacities in acquiring this foreign language as a tool to provide a better access toward science and technology. According to Nation (2003) that some experts and scientists expand their horizon through English, therefore the learners are demanded to acquire English in order to easily get knowledge and easily develop them. Acquiring a high proficiency in English should be based on the vocabulary knowledge, for the reason that vocabulary competence is the key in acquiring all of the English language aspects (Keesee, 2012).

Pharmacy students of Makassar Islamic University as English for spesific purposes (ESP) students cannot be acquired the four language skills simultaneously since they are still low vocabulary achievement. So that, ESP teacher should give awareness to the vocabulary teaching and knowledge to help the students in improving their knowledge. For instance, the university students are focused on constructing at least the academic vocabulary to give awareness of students in improving their cognitive (Thanasaulas, 2011). English teaching needs an appropriate strategy to help the students in improving their achieving, as Nation (2003) affirmed that if a teacher will help students handle with low frequency vocabulary, he is better to spend time to concentrate on vocabulary teaching strategies for dealing with unknown vocabulary by using contextual redefinition strategy or other available strategies.

Whereas, Wiese (2012) acknowledged that English teachers who have access to a repertoire of vocabulary learning strategies that will support relevant vocabulary words, it is hope to help students learn and keep words in long term memory. The pharmacy students need a suitable strategy in order to assist them to be independent in the and outside of class. There is no one can assumes that a single strategy is suitable for this class without deeply investigate it.

Based on the idea stated above, so this study is aimed to answer the research questions follow: How does the contextual redefinition strategy improve the pharmacy students' vocabulary achievement? Theoretically, the significances of the research are by researching vocabulary strategies, lecturers will be able to assimilate into their curriculum a strategy that will help their students be successful in the classroom and obtained the vocabulary needed to succeed in learning English. Practically, this research is expected to give awareness to the reader how does contextual redefinition strategy give contribution for improving pharmacy students' vocabularyachievement and reading comprehension. For other researchers who will concern to the teaching and learning theories, this study is expected to provide support and understanding how the foreign language can be acquire well.

In the field of vocabulary learning research nowadays, the vocabulary learning strategy has been a notable area of growth in recent years (Ur, 2009). However, not much has been reported on the range and types of vocabulary learning strategies in Indonesia. Among the others is Syamsuddin (2011) took a look at the effect of vocabulary notebooks on students' vocabulary acquisition. He indicated that using vocabulary notebooks affected the senior high school students' vocabulary acquisition better than conventional method and the students were very interested toward the use of vocabulary notebooks.

While, Nurbaya (2005) studied the problem solving in the lack of students' vocabulary mastery with the application of contextual redefinition strategy and suggested that there are some strategies in vocabulary teaching and learning which can be applied in the classroom. This study applies contextual redefinition strategy as problem solver in the setting of students' lack of vocabulary. She assumed that one of vocabulary strategy improvement in teaching is contextual redefinition strategy.

Wiese (2012) assessed two vocabulary learning strategies, verbal and visual word association or contextual redefinition and concluded the best suited for transferring new words into students' long term memory. He compared the two theories and determined which one of them is the best suited for transferring new words. To improve the students memorizing capability, it needs the concern of the teacher in implementing the material. His study indicated that by using the verbal and visual word association strategy, students could transfer vocabulary words to their long term memories at a slightly higher rate than when used contextual redefinition strategy. Wiese (2012) study was not intended to examine the validity of other vocabulary strategies. In addition, her study did not distinguish between the students with reading or learning disabilities and the students without such disabilities.

These facts spark the idea to analyze how the vocabularies acquired and achieved by the strategy employed in the pharmacy students. So the hyphotesis in this study was contextual redefinition in the treatment group significantly influences for the vocabulary achievement of the pharmacy students.

2. REVIEW OF RELATED THEORIES
2.1. Teaching and Language Learning

Language is a complex form of communication, and the people talk in order to share or request information (Kroeger, 2005). It is used to communicate each other's, to express our ideas, feeling, taught, and desires. It means that language is an essential part of human life. The unit of language can be reached only through speech, therefore by analyzing specific utterances we can identify the unit of which language made up (Ullmann, 1983; 23). Language as semiotic system or system of meaning is very important to understand by the language learner itself. Language must be understood as reflection of human though process (Hutchinson and Waters, 1987; 39).

Richard and Schmidt (2002; 284) assumed that language is a system of human communication which consists of the structure which arranged from their written representation into larger units. Language achievement is a mastery of learner in one language of second language (SL) and foreign language (FL). Language achievement is also what has been taught or learned after a period of instruction. He also gave meaning to the language acquisition as the learning and development of a person's language.

Language learning, as is the first and second language acquisition, is aimed to help language learner to appreciate themselves; know their environment, to be aware of their cultures, and other cultures (Nurbaity, 2009). Learning of language also contributes to the language learners to be competent to

communicate their ideas, way of thinking, to participate in the society as human, and to express their imaginative abilities (Keese, 2012).

Brown (1994; 7) considered teaching and learning in the traditional definition and how do they interact. Learning is the process of how the knowledge acquired; it can change the learners' behavior. Otherwise, teaching cannot be defined as a part of learning process, but teaching is a guiding and facilitating process, enabling learners to learn, and setting the condition for learning.

2.2. Contextual Redefinition Strategy

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

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

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

Tierney *et.al* (1990) simplified that contextual redefinition strategy is one of strategies in vocabulary teaching which designed to enable students how to use context to make informed guess about the meaning of words. It is appropriate to the students at all levels who will encounter in their reading comprehension the difficult words that have available definition. Nagy (1988; 5) stated that learning vocabulary by using contextual redefinition strategy is combine the contextual and definition of word, teacher can write a sentences and the students can figured out that sentences related to the context.

3. METHODOLOGY

3.1. Research Design

Research design was a way that employed by the researcher to collect and analyze the data in order to get answer from the research questions (Creswell *et.al*, 2007). This research was pure experimental research. In an experimental research, it tested an idea to determine whether it influences an outcome or dependent variable (Cresswell, 2012). Quantitative data include pre-test and post-test score then analysed by using SPSS and t-Test.

In the experimental research used procedures that gather data in numerical form or quantitatively. More broadly, the term often implies quantitative approach to research that aims at causal explanation of phenomena through the identification of variables which can be made the basis of experimental investigation (Richard *et.al*, 2002). In conducting the experimental research, research design was important things to set by the researcher.

This study applied the pre-test in order to know the students prior knowledge and the students' score before treatment.In the treatment, the students was taught vocabulary through contextual redefinition strategy about eight meetings. While teaching vocabulary, the researcher provided the reading materials from authentic materials of Health English Journals, Articles (Grice, 2003), and Handbook (Jenkins, 2002). Through the intensive reading the students got new words and catch the idea of that reading or literature.

3.2. Variables

The variables in this study are independent variable and dependent variable. Contextual redefinition strategy as the independent variable and for dependent variable consists of vocabulary achievement and students' attitude.

3.3. Population and Sample

The populations of this research are the second semester students of Pharmacy Department, Mathematics and Natural Sciences Faculty of Makassar Islamic University. There are four classes of the second semester students of Pharmacy Department, academic year 2012/2013, so that the writer took sample randomly. The selected two classes are divided into two groups, the first group or first class is the treatment group and the second group or second class is the control group. There are 30 students in every class resulting in 60 total subjects of this research.

3.4. The Classification and the Scoring Scale

The scoring system used in this study is Yamin's formula adopted from Weda (2007) as shown below;

$$\text{Score} = \frac{B}{N} \times 100$$

B: the total of correct answers
C: the total of items/questions

The score category will applied in this study is Weda fomula (2007). Where, The classification and score scale of students vocabulary achievement as very good stands for 80-100, good stands for 70-79, acceptable stands for 60-69, poor stands for 50-59, and very poor stands for 0-49.

3.5. Procedures of Data Collection

Collecting data means identifying and selecting individuals and gathering information by asking questions. To collect and analyze the data, the writer used the two instruments (Test and Questionnaire). The data from the vocabulary test were collected to measure the vocabulary achievement of the students. The data from questionnaire were analyzed to know the students attitude toward the application of contextual redefinition strategy.

3.6. Measurement Scale

The measurement scales from the questionnaire used in this research is the Likert's scale as follow; strongly agree stands for 5, agree stands for 4, fairly disagree stands for 3, disagree stands for 2, and strongly disagree stands for 1 (Creswell, 2012).

3.7. Data Analysis

The data obtained from the test are processed by using SPSS software and t-test, then data from questionnaires are analyzes to know the attitude of the students toward the application of contextual redefinition strategy in teaching and learning vocabulary. To calculate the instrument of questionnaires, the following formula was used;

$$P = \frac{F}{N} \times 100$$

P = Percentage
F = the frequency
N = total sample

(Creswell, 2012)

4. FINDINGS

The implementation of contextual redefinition strategy is in teaching vocabulary for pharmacy class that the researcher provided reading materials related to the Pharmacy field. There were various topics and activities in each meeting. Contextual redefinition strategy in improving the Pharmacy students' vocabulary achievement was showed in the result of pre-test and post test score. The students' pre test and post test score for control group, they are presented in the table 1 and diagram 1.

The table1 and diagram1 indicates an improvement for treatment groups from pre-test to post-test. The score increased from 1103 in pre-test to 1618 in post-test. The overall students' score showed that there was an increase in mean score from 36.7667 in pre-test to 54.1467 in posttest for treatment group and from 2.4667 to 48.4667 for control group.

Based on the statistics test in asymptotic significant (2-tailed) column (see table 2) that in relation to the finding of pretest, 1.0 is greater than .000. This means that Ho is rejected and H1 is acceptable on significant level. Those experimental and control group have the same ability or relatively the same level in vocabulary achievement before treatment. In other words, there is no significant different from pretest both of groups. Since the base level of the students' pretest was the same level, the treatment was conducted to both of group. The experimental group was taught vocabulary by CR Strategy and control group was taught vocabulary by using conventional strategy.

To know the significance of Contextual Redefinition Strategy in improving the Pharmacy students' achievement, the students were given pre-test, treatment and post-test with the percentage indicators. It also compare between treatment and control group. Data obtained from the tests were then processed by using SPSS and t-test was interpreted based on the statistical principle (see table 3). The students' attitude towards the application of CR strategy; the researcher gave questionnaire to know the students' attitude and there were two types of questionnaire (positive and negative side). Since the application of this strategy the students of Pharmacy were very interested. Almost of them agree if teacher in the teaching vocabulary for Pharmacy class apply the contextual redefinition strategy.

5. DISCUSSION

After analyzing the research finding, this research showed that the implementation of contextual redefinition strategy in vocabulary teaching for pharmacy class is applicable for English for pharmacy class or other ESP class since the instructor follow the procedure of contextual redefinition lesson. During this study, the students could encourage their self to try to unlock the meaning of unknown words from the literature by using prediction before reading activity. Since the application of the contextual redefinition strategy in vocabulary teaching for pharmacy class could improve the students score (see the table 2 and diagram 1).Beside that it could improve thestudents' terminological knowledge and students' comprhending to the pharmacy literature easily.

Pharmacy students of Makassar Islamic University as ESP students cannot be acquired the four language skills simultaneously since they are still low vocabulary achievement.Analyzing this problem give us awareness to assess available learning strategy, and investigate the students needs in order that could help learner to improve their terminological knowledge. Substantively, by assesing vocabulary knowledge to the students will help them to cath the idea of text contextually (Nation, 2003).

Added by Nation that on the contrary through the understanding of reading can improve the students'vocabulary knowledge or terminology. According to Weda (2007) that by formulating English vocabulary learning strategies which applicable for the EFL learners, it will improve the students language proficiency. As well Wiese (2012) study that analyzing of the two vocabulary learning strategies and those strategies are applicable for their participants and they improve the students vocabulary well.

For this study, the researcher apply contextual redefinition strategy with combining the reading activities. Whereas MIPA Class A as the treatment group could apply this strategy by individual or group work. Reading materials are taken from the English health articles (Grice, 2003), English health journals, and directory book like the art of compounding book (Jenkins, 2002). Contextual redefinition strategy was proposed by Tierney *et.al* (1990), it isdesigned to unlock the meaning of unknown words from the literature, but not only that it is taught to the students who wants to improve the students' vocabulary achievement.

During the study period, students were asked to report what they have done with the application of contextual redefinition strategy in the classroom. Since the application of this strategy as vocabulary learning strategy, the students were asked to follow the contextual redefinition lesson include the formulation of contextual redefinition chart and sentences usage as the productive aspect. According to Richard *et. al* (2002) contextual redefinition strategyis redefine the meaning of word based on the context

or literature, it can name as contextualization clues; in comprehension, information from the immediate setting surrounding an item in a text and which provides information that can be used to understand the meaning of an item. Such clues may be lexical or grammatical.

To know the contextual redefinition strategy contribution to the improvement of the students' vocabulary, the researcher gave two tests (pretest and posttest). The students were given pre-test to know the students' score before treatment.Based on the analyzing of the students' score after treatment in the MIPA Class A, where the students' score improve well. It means that contextual has contribution in improving the pharmacy students vocabulary achievement.

The pharmacy student's attitude on the application of contextual redefinition strategy that from the analyzing of questionnaire, there were various perspective of the students answer but almost of students agreed if contextual redefinition strategy applied in the English for Pharmacy class.

6. CONCLUSION

From the analyzing of the study it is looked that, the implementation of contextual redefinition strategy in pharmacy class can lead students to be independent learners in and out of class and it was applicable for pharmacy class.This strategy can improve the pharmacy students' vocabulary well, and almost pharmacy students agree if teaching English applyied contextual redefinition strategy.

For next researchers who are interested to concern on vocabulary learning strategy need to understand the student needs in order to can easily formulated in suitable way of teaching. The second, it is important to investigate also the two of vocabulary learning strategy, and compare them which one of suited can transferred vocabulary well in long term memories. The third, in teaching English for ESP class needs someone who is expert in that field in order to achieve the expected the teaching goals.

REFERENCES

Creswell, John W. *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. International Edition. Fourth Edition. Pearso Education Press of Boston. 2012. Print

Creswell, John W, and Clark, Plano, Vicki L. *Design and Conducting Mixed Method Research*. SAGE Publication, London. New Delhi. UK. 2007. Print

Grice, Tony. *Everyday English For Nursing*. 1st Edition. Elsevier, Oxford, United Kingdom bekerjasama dengan Penerbit Buku Kedokteran. 2003. Print

Jenkins, Glenn L. *The Scoville's "The art of Compounding"*. For Laboran Guidance. 2002. Print.

Jorda, Mary, and Campbell, Suzanne. *Cognitive and Constructivism, Educational Implications. Cited from* http://www.thirteen.org/ constructivism/index.html) accessed on February 2012.

Keesee, Gayla S. *Learning Theory and Instructional Design/ Technology* (http://www.ask.com/Learning.theory_%28education%29). Accessed on March 2013.

Nation, I.S.P. *Learning Vocabulary in another Language*. Cambridge University Press. United Kingdom. 2001. Print.

Nation, I.S.P. *The Role of Teaching Vocabulary*. The ASEAN EFL Journal. The EFL Professional's Written Forum. 2003. Print.

Nation, I.S.P. *Learning Vocabulary in another Language*. Cambridge University Press. United Kingdom. 2003.

Nurbaity, Nikmah. *Introduction to English Language Teaching*. Delivered in Workshop on Teaching Competence Improvement. LPMP. 2007. Unpublished Writing.

Nurbaya, St. *Upaya Mengatasi Permasalahan Rendahnya Penguasaan Kosakata Siswa Dengan Strategi Mendefinisikan Kembali Secara Kontekstual*. Kumpulan Makalah Konferensi International (PIBSI XXVIII-IKIP PGRI Semarang). 2005.

Piaget, Jean. *Psychology, Epistemology, and Biology in and Complete Dictionary of Scientific Biography*. Cited from. http://www.jeanpiagetbiography.orghtml. Accessed on March 2013.

Richard, Jack C.. *The Role of Vocabulary Teaching*. E-Journal of TESOL Quarterly, Published Journal by JSTOR. Cited from http://www.jstor.org/about/terms.html. 2008.

Richard, Jack C and Schmidt, Richard. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition. Pearson Education Limited Press. 2002.

Syamsuddin. *The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition of The students*. An Unpublished Thesis of Makassar State University. 2.011

Thanasaulas, Dimitrios. *Constructivist Learning. E-Journal.* Cited from http://www3.telus.net/constructivis.html. Accessed on June 2012.

Tierney, Robert J. at all. *Reading Strategies and Practice*. A Compendium. Third Edition. Allyn and Bacon USA. 2009. Print.

Ur, Penny. *A Course in Language Teaching*. Practice and Theory. Cambridge University Press. 2009. Print.

Weda, Sukardi. *English Learning Strategies*. Lembaga Pusat Pengembangan Masyarakat Marginal (LPPMM). Published book ISBN 978-979-16734-19. LPPMM Press Makassar. 2007. Print.

Wiese, Lee Ann. *Analysis of Two Vocabulary Strategies; A Study to Indicate Which Strategy, Verbal and Visual Word Association or Contextual Redefinition.* Published Thesis, University of Wisconsin Superior. 2012. Print.

Table 1; The Overal Students' Score

	Pre Test		Post Test	
	Total Score	Mean Score	Total Score	Mean Score
Treatment group	1103	36, 7667	1618	54,1467
Control group	1274	42,4667	1454	48, 4667

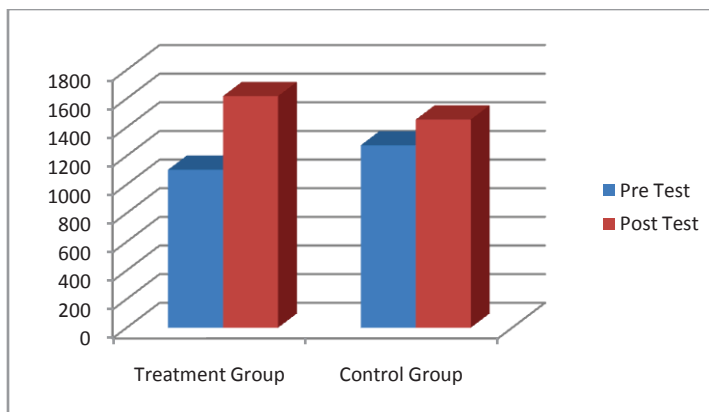Figure 1; The Diagram of Overall Students' Score

Table 2; The T-Test Result

Test Statistics [b]

	Post test for Control - pre test for Control	Post-test for Treatment - Pre-test for Treatment
Z	-2.229-[a]	-4.490-[a]
Asymptotic. Sig. (2-tailed)	.026	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Table 3; Paired samples statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test for Control	42.4667	30	13.88806	2.53560
	Post test for Control	48.4667	30	12.87803	2.35120
Pair 2	Pre-test for Treatment	36.7667	30	14.79208	2.70065
	Post-test for Treatment	54.1467	30	11.66598	2.12991