



IMPROVING STUDENTS' READING COMPREHENSION BY USING REDW (READ, EXAMINE, DECIDE, AND WRITE) STRATEGY TO THE TENTH GRADE STUDENTS OF MA AL-MUAWWANAH GUNUNG MEGANG MUARA ENIM SUMATERA SELATAN

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ABSTRACT: This research aimed to find out whether or not the using of REDW (Read, Examine, Decide, and Write) strategy significantly improves the students reading comprehension to the tenth grade students of MA Al-Muawwanah Gunung Megang Muara Enim. To explain the improvement, the researcher used a quasi experimental method involved an experimental group and control group both was given pre-test and post-test which consisted of 31 students. The test was given to get the data with 30 questions in the form of multiple choice and open questions and to analyze them using SPSS 20.0. From the result analysis of significant improvement on students' reading comprehension achievement taught using REDW strategy, it was found that the p-output in experimental group was 0.000 with $df=30$ and t-value 5.936. It could be interpreted that there was a mean significant improvement on students' reading comprehension score taught using REDW since the p-output was lower than 0.05 and t-value was higher than t-table (2.04).

Keywords: *Read, Examine, Decide, Write strategy, Student's reading comprehension*

Introduction

According to Algeo (2010: 2), language is a system of conventional vocal signs by means of which human beings communicate. This definition has several important terms, each of which is examined in some detail in the following sections. Those terms are system, signs, vocal, conventional, human, and communicate.

There are many languages in the world. Some are used as international languages and one of them is English. As an international language, English is used by millions of people all over the world. There are four main skills in English: those are reading, listening, speaking and writing. Reading and listening are called receptive skill, in which people need the ability to receive written or spoken language when they do it. While speaking and writing are called productive skill because when people do it, they need the ability to produce written or spoken language (Harmer, 2007: 68-100).

One of the four skills of English is reading. Reading is a process of how students get information from what they see, for example from text and symbols also. Reading can be taught

as a way to draw information from the text and to form and interpreting information requires the work of brain actively.

Based on the writer's observation at MA Al-Muawwanah of Gunung Megang, almost all of the students especially the tenth grade, faced problem in comprehending a reading passage. They found difficulties in answering the questions, finding the main idea, and the most problems is that the students do not have skills in reading English passage well. It was found that the difficulties in reading English is influenced by several factors. First, students have difficulty in understanding English word, phrase and sentence in English. Second, the students have difficulty in finding the main idea of the text they read. Third, students are not accustomed to practice reading in the classroom and everyday life. And the last, the teachers could not find the right method or technique to provide materials for students to learn and quick understanding the material presented.

In this case the teacher should find a strategy of in teaching reading comprehension to help the students in comprehending a passage. By applying appropriate strategy in teaching and learning process, it hopes can improve the students reading comprehension achievement.

One strategy to improve the students reading comprehension with a little teacher supervision is REDW or Read, Examine, Decide and Write. REDW (Read, Examine, Decide and Write) is a reading comprehension strategy that can help the students to comprehend the information contained in their assignment (Wright, 2004: 78). REDW (Read, Examine, Decide and Write) is also a note taking strategy in which a student attempts to break a complicated paragraph or section into series if ideas can be examined one at a time. This strategy can be very helpful when we are trying to take notes on a section of our textbook that we just cannot figure out.

Concept of reading

According to Pang (2003: 6) reading is an understanding written texts. He mentions that reading consist of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to ones spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary,



grammatical knowledge, experience with text and other strategies can help them understand written texts.

Concept of Comprehension

Pang (2003: 14) adds “comprehension is the process of making sense of words, sentences and connected text”. He says that comprehension is the process of deriving the meaning of one word to another in a text. In addition, comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.

Concept of Reading Comprehension

Reading comprehension means understanding and remembering the ideas you find as you read. According to Klingner (2007: 2) reading comprehension is “the process of constructing meaning by coordinating a number of complex process that included word reading, word and world knowledge, and fluency”. It refers to ability in interpreting the words, understanding the meaning and the relationship between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as the following a three step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the student want to use, then they give them opportunities to practice those skills through workbooks or worksheets, and finally assess whether or not they use the skill successfully.

Concept of REDW (Read, Examine, Decide and Write)

Wright (2004: 78) states “REDW (Read, Examine, Decide and Write) is a good strategy to use to find the main idea in each paragraph of a reading assignment”. Using this strategy will help the students to comprehend the information contained in an assignment.

a. Read

The students read the whole paragraph to get an idea of what the paragraph is about. Horsburgh (2009: 03) states that reading is a complicated activity requiring considerable skills. Reading should be mastered by students because by reading, students will get any kind of information needed in order to help them acquire knowledge. From that perspective, it can be verified that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.

b. Examine

Hornby (1995:398) says "Examine is to look something carefully and in detail to learn something from it." Successful readers must be able to effortlessly recognize most words they encounter and have the skills to figure out unfamiliar words. So if the students have difficulty in understanding a text despite reading and rereading, this step is meant to help them.

c. Decide

Decide means to consider something and come to a conclusion (Hornby, 1995:300). Decide in this strategy gives the students more careful in understanding the comprehension of the text. The students then reread the words and wrote for each sentence in the paragraph. They decide which sentence contains the words they wrote that best describe idea of the paragraph. To get the main idea of the paragraph. these words are the main idea of the paragraph. The sentence that contains these words is the topic sentence

d. Write

Having students write about a text should enhance reading comprehension because it affords greater opportunities to think about ideas in a text, requires them to organize and integrate those ideas into a coherent whole, fosters explicitness, facilitates reflection, encourages personal involvement with texts, and involves students transforming ideas into their own words (Graham and Hebert, 2010:13). In short, writing about a text should enhance comprehension because it provides students with a tool for visibly and permanently recording, connecting, analyzing, personalizing, and manipulating key ideas in text.



Research Design

In this study, the writer used quasi experimental design, matching only pretest-posttest control group design. Quasi experimental design is studies in which the manipulable independent variable is not manipulated and both a pretest and posttest are used (Mueller:37). There were two groups, one as experimental group and one as control group. The basic scheme of matching only pretest-posttest control group is suggested by Fraenkel and Wallen, 1990 : 234) as follows :

O1	M	X1	O2
O3	M	X2	O4

Where :

O1 = Pretest for the experimental group

O2 = Posttest for the experimental group

M = Matched subjects

X1 = Treatment to experimental group

X2 = Treatment to control group

O3 = Pretest for the control group

O4 = Posttest for the control group

Population and Sample

The study of this research is also called the study population or census studies. The population of this research was all the tenth grade students of MA AL-Muawwanah Gunung Megang Muara Enim in the academic year 2013-2014. The number of the population were 80 students from two classes. While the sample of this study are class X.1 was the experimental group and X.2 as the control group with 40 students of each.

Findings and Discussion

Validity Test

Arikunto (2010 : 211) says that validity is a measurement which shows the degree of validity of an instrument. In this study, the writer used validity of each question items. To find out the validity of the test question items, the writer analyzed the items of the tests by doing try - out in order to find out the validity of each question items. The writer gave the try-out to 26 students of tenth grade students at MA RawdhotutTaufiqMuaraEnim in the form of multiple choice with 30 question and open question with 10 questions. The test instruments were taken from senior high school book and internet.

Then, the coefficient of validity test can be analyzed by using a Pearson Correlation Coefficients in SPSS version 20. It can be said the test and questionnaire items to be categorized valid whenever the significance (2-tailed) of the r -output is higher than the r -table product at confidence level 5% (0.5).

a. Validity of Multiple Choice Questions

In this research instrument, there are 30 multiple choice questions, and the N-sample is 26 students. Then, each question item is analyzed for its validity. From students' answer on multiple choice questions, the correct answers are labeled 1, and the wrong answers are labeled 0. Then, the analysis of validity test is done using Pearson Correlation Coefficient in SPSS version 20. The analysis result of each question item is found that there are 5 questions items considered invalid. They are question numbers; 6, 9, 24, 31 and 32 since the scores of significance are lower than r -table product (0.361). Then, 25 questions items considered valid. They are questions numbers; 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 33, 34 and 35 since the scores of significance are higher than r -table product (0.361).

b. Validity of Open Question

In this research instrument, there are 10 open questions, and the N-sample is 26 students. From students' answer on open questions, the correct answers are labeled 1, and the wrong answers are labeled 0. Then, the analysis of validity test is done using Pearson Correlation



Coefficient in SPSS version 20. The analysis result of each question item is found that there are 5 questions items considered invalid. They are question numbers; 1, 37, 38, 39 and 40 since the scores of significance are lower than r -table product (0.632). Then, 5 questions items considered valid. They are questions numbers; 2, 3, 4, 5, and 36 since the scores of significance are higher than r -table product (0.632).

Reliability Test

Reliability test means that a test is consistent. A ruler made of rubber would not be a reliable ruler since it could stretch or contract to give varying measures (Tuckman, 1972: 160). The scores of reliability are obtained from tryout analysis which is done twice using the same sample and instruments. Dealing with the reliability test, Fraenkel, Wallen, and Hyun (2012: 157) write that research purposes, a useful rule of thumb is that reliability should be at least 0.70 and preferably higher. In this part, the obtained scores of tryout analysis and the result analysis are presented using Pearson Correlation Coefficient in SPSS version 20. The analysis result of reliability test shows that the score of Pearson correlation is 0.370 to multiple choice and 0.565 to open question. From the p-output, it can be stated that the test instrument is reliable since it is higher than 0.70.

Normality Test

Normality test is used to measure whether the obtained data is normal or not. The data can be classified into normal whenever the p-output is higher than 0.05 (Basrowi, 2007: 85). In measuring normality test, Kolmogorov-Smirnov is used.

Homogeneity Test

In homogeneity test, the students' pretest-posttest scores in control and experimental groups were analyzed. To determine the students' score are homogenous or not, the students' pretest and posttest scores in control and experimental groups were analyzed using Levene Statistic. The students' scores are considered homogenous whenever the p-output is higher than mean significant difference at the 0.05 level.

Hypothesis Testing

In measuring means significant improvement, the result from pretest to posttest scores of reading comprehension achievement in the experimental group was compared by using paired sample t-test. Significant improvement was found when the p-output(Sig.2-tailed) was lower than 0.05 and t-value was higher than t-table (2.04) with df=30.

Conclusion

Based on the findings and interpretation in the previous chapter, it can be drawn the conclusion. Based on the result of pretest to posttest, REDW strategy significantly improves student's reading comprehension achievement to the tenth grade students of MA Al-Muawwanah Gunung Megang. Therefore, it can be inferred that teaching reading comprehension through REDW strategy can be considered as one alternative strategy to be used in teaching English especially to the EFL students.

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