

THE USE OF REDW (READ, EXAMINE, DECIDE, WRITE) STRATEGY TO IMPROVE THE ABILITY OF THE FIRST YEAR STUDENTS OF SMP NEGERI 17 PEKANBARU IN READING COMPREHENSION

Inda Liana, Atni Prawati, M. Nababan

English Study Program of FKIP Riau University

Abstract: This classroom action research is aimed to describe and to investigate whether Read, Examine, Decide, Write strategy can increase the ability of SMP Negeri 17 Pekanbaru in reading comprehension ability. The participants were 35 students of the first year students SMP Negeri 17 Pekanbaru. The data collection technique consisted of observation, field note, and tests. The research findings can be briefly explained as follows. First, the students reading ability could be improved by using Read, Examine, Decide, Write strategy. Before the research was done, the average score of the students reading ability was only 63. After the research one for cycle 1, it improved to 73. Cycle 2, it increased up to 79,2. Second, the students' awareness in comprehending the texts. Read, Examine, Decide, Write strategy can improve students' reading ability. Third, the teacher was able to apply Read, Examine, Decide, Write strategy to make the teaching process effective and it also helped students improve their reading comprehension ability and more active in learning process.

Keywords: *Read, Examine, Decide, Write strategy, Students' Reading Comprehension Ability, Descriptive Text*

INTRODUCTION

In Indonesia, English is a foreign language which functions to support the development of knowledge, technology, culture and art. Looking at the importance of this language, the Indonesian government has put English as one of the compulsory subjects and tested in national examination. There are four important language skills which should be OK in learning English. They are; speaking, listening, reading, and writing. Reading skill has become the first priority to be taught between the four skills since communicative approach implantation has been influential in foreign language learning.

It is stated in syllabus for Junior High School based on the curriculum (KTSP,2006), there are five kinds of the text that should be taught in Junior High school, they are narrative, recount, descriptive, report, and procedure. In this research, the writer focuses on teaching descriptive texts.

Based on the writers' observation and experience of teaching English at SMP Negeri 17 Pekanbaru, she found that a lot of students have difficulties in learning the four language skills. Especially in reading comprehension. Many

students got bored in reading. They have limited vocabularies which make them have low motivation to read the text. From the teacher, the teacher do not provide appropriate teaching strategy. The teacher just uses monotonous strategy to teach all the texts. As we know, different materials have different difficulties. Therefore, the teacher needs a certain strategy to make the students able to comprehend a text and enjoy their learning process.

According to Mangrum and Strichart (2002) REDW 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 comprehend the information contained in their assignment. REDW is a good strategy to improve reading comprehension. It forces the students to interact with the text. It provides students opportunity to be active in the class, students are motivated to improve their ideas or opinion through asking some questions and answering to find out main ideas that paragraph points out in a reading task.

Based on the problem above, the writer uses REDW strategy to help the students to overcome their problems in reading. Ziveh (2007), in his title "Study REDW Strategy in Teaching English as A Foreign Language" stated using this strategy will help the students to comprehend the information contained in their assignment. In this case the writer uses REDW strategy to improve the ability of the first year students of SMP Negeri 17 Pekanbaru in reading comprehension.

METHODOLOGY

Participants

The participants of this research were the first year students of SMP Negeri 17 Pekanbaru in academic year 2012/2013. There are seven classes in this level, class VII 1 to VII 7. The writer takes class VII 2 as a sample. The numbers of participants were 35 students.

Data Collection Instruments and Analysis

The data collection instruments for the students are reading test, observation sheets and field notes. The writer administered Pre-test to the students before conducting cycle 1. The test consisted of 28 items and the students are asked to comprehend descriptive texts. The students were asked to comprehend seven components of reading comprehension, namely: finding main idea, finding factual information, guessing meaning of vocabulary in content, identifying reference, making inference, identifying generic structure and features of descriptive texts.

The writer gives treatment Read, Examine, Decide, Write strategy as a way to improve the students ability in comprehending descriptive texts. The writer believed that the use of Read, Examine, Decide, Write strategy is an effective way to solve the students' problems in reading comprehension. In addition to this, the writer prepared the lesson plans for two cycles, teaching materials and media, observation sheets and field notes to note specifics things, weakness, strengths or

suggestions related to teaching and learning process. The writer used the score in Pre-test as a guidance for her to conduct this research.

The steps of using Read, Examine, Decide, Write strategy were drawn as follows; (a) explains the procedure of REDW strategy, (b) give the reading material (c) asks the students to read the text to identify the main idea and the information of the text, (d) examine each sentence in the text and write down a few words that explain the main idea of each sentence, (e) decide which words best explain the main idea and which words are just describing details that support the main idea of the paragraph, (f) write down the main idea of the paragraph and any key supporting details, (g) observes the students' activities while they are doing all the steps to know whether or not the students apply the steps that have been taught correctly, (h) gives evaluation to the students by answering questions.

FINDINGS AND DISCUSSION

The collaborator observed both teacher and the students' activities during the treatment through observation sheets and field notes. The collaborator analyzed the students' progress during treatment. The collaborator also gave comments about the teacher's performance and added any other improvement in using REDW strategy in the classroom.

The writer administered Post-test 1 at the end of cycle 1. The purpose of administering Post-test was to know the ability of the students in comprehending descriptive text after the implementation of REDW strategy. Post-test 1 was consisted of four descriptive texts and each text consisted of 7 questions based on reading comprehension components. The writer decided to continue to the cycle 2 if the result of the quantitative and qualitative data in the cycle 1 did not show a significant improvement yet. In this cycle 2, the writer still used REDW strategy based on the result reflection in the cycle 1 to improve the ability of students in reading skill. The writer also administered Post-test 2 at the end of cycle 2.

In addition, the quantitative data of this study was collected through the multiple choices tests (Pre-test, Post test 1, Post test 2), and the qualitative data was collected by the recording of activity during the treatment by using the observation sheets and field notes.

The Pre-test was administered before respondents were given treatment by using REDW strategy. The number of students who took the test was 35 students. As assumed before, the average of pre-test score was lower than the minimum standard of achievement (76). The total score of pre-test was 2213 and the mean score was only 63. The level of ability was average to good. So that, the treatments were needed to increase students' reading comprehension ability.

The result of Pre-test shows that most of students in this class have low ability in comprehending descriptive text. From 35 students there were 4 students or about 11,4% could reach good to excellent level. There were 17 students or 48,5% could reach the average to good level. Then, 8 students or 22,8% could

reach poor to average level. The last, there were 6 students or 17,1% were still in poor level.

The quantitative data in cycle 1 was collected by looking at the progress that students' got through two treatments. In the end of cycle 1, Post test 1 was given as the evaluation.

In cycle 1, the result of qualitative data shows the unsatisfying score. It's because their mean score had not achieved KKM (76). The total score of post test 1 was 2555,5 and the mean score was 73. It was in average to good level. The highest score of the students was in good to excellent level (12 students or 34,3%). 16 students (45,7%) were in average to good level. Then, 7 students (20%) were in poor to average level in which no student fell into poor level.

The activeness of the students in cycle 1 shows that there were 32 students or 91,4% did the first activity of REDW strategy, "read the whole text" in the first meeting, 33 students or 94,2% in the second meeting, and 34 students or 97% in the third meeting. For the activity "examine unimportant words" there were 25 students or 71,4 % did this activity in the first meeting, 28 students or 80% in the second meeting, and 29 students or 83% in the third meeting. Then, for the activity "take a note the important words" there were only 22 students or 63 % followed this activity in the first meeting, 26 students or 74,3% in the second meeting, and 27 students or 77% in the third meeting. While deciding the main idea there were 22 students or 63 % in the first meeting, 27 students or 77% in the second meeting, and 28 students or 80% in the third meeting. For the last step of REDW strategy which is write the main idea, there were only 20 or 57% did it in the first meeting, 22 students or 63% in the second meeting, and 23 or 65,7% in the third meeting. After all steps of REDW strategy applied then students were given the comprehension questions about the text, and there were 35 students or 100% did the task.

Seeing the percentage of the students' activeness above, we may conclude that the activeness of students increased by 19,9% with total percentage was 83,7%.

Based on students' score in pre-test and post test 1, there was a significant improvement. The average score in pre-test was 63 (average to good), while the average score in post test1 was 73(average to good). it means that the students' achievement in reading got better after implementing REDW strategy which would improve the reading ability of the first year students of SMP Negeri 17 Pekanbaru. Unfortunately, the students' score in post test 1 could not achieve the standard score (KKM: 76). The observation sheet of students show that some students did not follow the procedures of REDW strategy completely. Only some students followed all procedures well. Therefore, the writer decided to conduct cycle 2 in order to improve the students' ability in reading descriptive texts.

In short, almost all of the students got involved in REDW strategy. The teacher should give more explanation to the students in order to be active and enthusiasim in using REDW strategy.

Therefore, referring the result of observation above, the writer had to rearrange the planning in taking action. she was made an improvement to the indicators of reading comprehension which had not been reached well. Then, the writer formulated the result of reflection that would be implemented at the cycle 2. The writer still used REDW strategy in cycle 2.

The result of cycle 2 showed the total score of post test 2 was 2774,4 and the mean score was 79,2. The level of ability was average to good. The level of the students' ability in this cycle was better than in the previous cycle. In other words, there was an improvement achieved by the students. It was proved that 17 students or 48,6% could reach good to excellent level, and the rest in the poor to average level. The researcher really satisfied about the result of post test 2 because none of the students in the level poor to average and poor level. This evidence showed that the writer has been success to help students at SMP Negeri 17 Pekanbaru to increase the ability reading comprehension in descriptive text by using REDW strategy.

For the result of observation sheet and field notes, it was found that the teacher's and students' activities in teaching and learning process obviously got better than cycle 1. The progression could be seen on observation sheets and field notes that collaborator made during the class activities for the fourth to the sixth meeting.

The collaborator observed the researcher applying REDW strategy in teaching descriptive text. The teacher observation results revealed that the teacher typically focused on conducting the teaching steps methodically. Below is the table showing teacher's activity during teaching and learning process in the class.

DISCUSSIONS

As shown on the table, the English teacher pointed out that the researcher conducted the steps in teaching descriptive text by using REDW strategy in every cycle. The improvement of students' reading ability from cycle 1 to cycle 2 can be seen as on the table below:

Improvement of Students' Reading Ability from Pre-test, Post test 1, and Post test 2

No.	Test	Poor	Poor to Average	Average to Good	Good to Excellent
1.	Pre-test	17,1%	22,8%	48,5%	11,4%
2.	Post test 1	-	20%	45,7%	34,3%
3.	Post test 2	-	-	51,4%	48,6%

In the pre-test, students total average was 63. Then, in post test 1 the average score increased to 73. Furthermore, it kept increasing in post test 2 the average score attained 79,2. By looking at students mean score in total, it

contently passed the standard score (KKM: 76). It performed good increase. It shows that the applying of REDW strategy has been succesfully improved the students' reading comprehension ability in descriptive text.

CONCLUSIONS

The aim of this research is to find out whether the use of REDW strategy in teaching reading can improve students' achievement. From the research that has been done at grade VII at SMP Negeri 17 Pekanbaru, it could be concluded that the use of REDW strategy could improve students ability in comprehending descriptive text. It could be seen in the Pre-test the mean score was only 63. While in the Post test 1, the mean score increases into 73 and it has more improvement in Post test 2 with the mean score up to 79,2.

In addition, this method also helped improve the students' interest and motivation to read, especially in descriptive text. It could be seen from the increasing number of participants involved in class activities from the first to the end of the cycle.

REFERENCES

- Azhar, Fadly. 2006. *Panduan Penulisan dan Pelaksanaan Ujian Skripsi pada Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa dan seni FKIP-UNRI*. Pekanbaru.
- Burnes, Don and Page, Glenda. 1991. *Insight and Strategy for Teaching Reading*. *Australi*: Harciurt Brace Javanovich Group.
- Burns, Paul, C, Roe, Betty, and Ross, Elinor P. 1984. *Teaching Reading in Today's Elementary Schools*.3rd ed. USA: Houghton Mifflin Company
- Callahan, Joseph F, and Clark, Leonard H.1982.*Teaching in the middle and Thirdary Schools. Planning for Competence*.2nd ed. USA: Macmillan. Publishing co,Inc
- Crabe, William, and Stoller, Fredricka L.2002.*Teaching and Researching Reading*, Longman. Canada: Little, Brown and Company.
- Direktorat Pendidikan Menengah Umum.2006. Kurikulum Tingkat Satuan Pendidikan. Jakarta: Departement Pendidikan Nasional
- Dick, Bob. 2000. *A Beginner's Guide to Action Research*.*[Online]*<http://www.scu.edu.au/schools/gcm/ar/arp/guide.html>
- Hatch, Evelyn, and Hossein Farhady. 1982. *Research Design and Statistic for Applied Linguistic*. London: Newbury House Publishers, Inc. Rowley, Massachessetts.

- Heaton, J.B. 1975. *A Practical Guide for Teaching of English as a Second Language or Foreign Language*. London: Longman, Inc.
- Harris, P. David. 1974. *Testing English as a Foreign Language*. New Delhi: George Town University. MC-Grow Hill Inc.
- Hornby, A. S. 2000. *Oxford Advance Learner's Dictionary of Current English*. England: Oxford University.
- Hammer, Jeremy. 1991. *The Practice of English Language Teaching*. 3rd ed. Longman: Addison Wesley. Longman
- Hammer, Jeremy. 2005. *How to Teach English. An Introduction to the practice English teaching*. Malaysia: Addison Wesley. Longman
- Jane. 2007. Reading Strategies – REDW.(Online). <http://Study/Techniques.org>
- Kemmis, and McTaggart, R. 1998. *The Action Research Planner*. Australia: Third Edition, Deakin Unniversity
- King, Carol and Stanlcy, Nancy. 1989. *Building Skill for the TOEFL*. United Kingdom: Thomas Nelson and Son Ltd.
- Lestari, Ruliah. Dkk. 2012. *Pendalaman Materi Sukses Ujian Nasional Bahasa Inggris SMP/MTs*. Jakarta: Akasia.
- Mangamaya. 2006. Reading Comprehension Strategy REDW.(Online). <http://www.how-to-tudy.com//Reading%20Comprehension.htm/How-To-Study REDW>
- Mangrum, Charles T and Strichart, Stephen S. 2002. *Study Skills and Strategies for students in High School (Mangrum-Strichart Learning Resources)*.(Online). <http://www.mangrum-strichart.com/about-us.asp>
- Mangrum, Charles T and Strichart, Stephen S. 2002. *Reading Comprehension: The REDW Strategy for Finding Main Ideas*.(Online). <http://www.how-to-study.com/study-skills/en/reading-comprehension-the-REDW-strategy.asp>
- Nunan, David. 1999. *Third Language Teaching and Learning*. Heinle & Heinle Publisher; University of Hongkong (Online) <http://najmimaulana.wordpress.com/2008/07/05/definition-of-text/>
- Nuttal, Christine. 1982. *Teaching Reading Skills As a Foreign Language*. London: Heinemann Educational Books
- Trinovia. 2010. *The Effect of REDW Strategy to Improve Students Reading Comprehension of the Second Year at SMAN 7 Pekanbaru*. A Thesis. Pekanbaru: S1 degree FKIP UIR.

- Twinning. 1991. *Five Reasons for Lack of Reading Comprehension..* (Online) <http://www.muskingum.edu/cal/database/general/reading.html>.
- Wahlig, Hannah. 1999. How to Find the Main Idea of a Paragraph. (Online). http://www.R.E.D.W/how_study_skills6.com
- Wardiman, Artono. 2005. *Make Yourself Master of English Grade VII Junior High School (SMP/MTs)*. Jakarta: PT Setia Purna Inves
- Wardiman, Artono. 2008. *English in Focus for Grade VII Junior High School (SMP/MTs)*. Pusat Perbukuan Departemen Pendidikan Nasional. Jakarta: PT Setia Purna Inves
- Wikipedia, the Free Encyclopedia. 2008. Reading Comprehension. (Online) http://en.wikipedia.org/wiki/Reading_Comprehension. Accessed on February 15.200
- Yarni, Resfi. 2011. *The Effect of Applying REDW (Read Examine Decide Write) Strategy to First Year Students' Reading Comprehension at SMPN 35 Pekanbaru*. A Thesis. Pekanbaru : S1 degree FKIP UIR
- Zaida, Nur. 2009. *Mandiri Practise Your English Competence 1 (SMP/MTs)*. Surakarta: Erlangga.
- Zaida, Nur. 2009. *Mandiri Practise Your English Competence 2 (SMP/MTs)*. Surakarta: Erlangga.
- Zaida, Nur. 2009. *Mandiri Practise Your English Competence 3 (SMP/MTs)*. Surakarta: Erlangga.