

The Effect of REDW (Read, Examine, Decide, Write) Strategy on Student Reading Comprehension

Juristian Adi Nata
University of Bengkulu
adinata1793@gmail.com

Abstract

The objective of this research is to find the effect of reading, examine, decide, write (REDW) toward Student Reading Comprehension in Fourth Semester at English Education study Program of Muhammadiyah University of Bengkulu in Academic year 2018/2019. The research design of this research was experimental study that involved two group that are experimental and control group. The researcher took using purposive sampling. The subject of this research is 20 student for control Group and 20 student for Experiment group. Student Reading comprehension was measure by test reading text and question. In analyzing data, the researcher using SPSS 2.0 to know the differences score between using REDW Strategy and using conventional teaching technique. The result of this research teaching Reading use REDW Strategy effective to be applied at the fourth semester student of English education study program of muhammadiyah university of Bengkulu in academic 2018/2019. It can be seen on the result of posttest the mean of experimental group was 87 and the mean of control group was 72,5. The score of T-count from two group was 6,42. The value of T-table was 2,0244,so t-count was higher than t-table ($6.42 < 2.0244$). from the result above the researcher give suggestion for: The result of This research give an information especially for the English lecturer about read, examine, decide, write (REDW) strategy, so the lecturer could consider to teach reading in the classroom because this strategy is one alternative strategy in developing student's reading comprehension.

Keywords : REDW Strategy, reading skill, reading comprehension

Introduction

Reading has a very important role. The students should comprehend the reading for certain purpose, however it needs a practical and suitable method. The idea is supported by the fact that reading now has a part of daily life (Martina, et al. 2020; Martina, et al. 2020; Wibowo, et al. 2020; Anggitasari, et al. 2020; Dhillon, et al. 2020; Handayani, et al. 2020). According to Julian Bamford and Richard R.Day, "the function of reading to get information such as in newspapers, books, magazines etc". and Reading to is a complex "cognitive process" of decoding symbols in order to construct or derive meaning (reading comprehension). Reading is a means of language acquisition, communication, and of sharing information and ideas (Adeani, et .al).

In this research hope can help the student to improve the reading skill and reading comprehension than before.and for the teacher this strategy can help the teacher to know how to incrase reading skill of the student and can help the teacher to solve the problem about reading ability.and increase the reading comprehension of the student. last the result of this research can help the other researcher as a the references of their research, The purpose of this strategy is to provide student opportunity to be active in class This strategy also helped improve the students interest and motivation to read. Wright (2004: 78) explain 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 ".and Gupta

(2008, p.72) states that REDW strategy is both a reading and study skill activity done by making brief notes in the margin of the text

Related to this title, This The Previously Study :

Ake Andriani, (2012) A Comparative Study on Reading Comprehension between the Students Taught by Using Read, Examine, Decide, and Write (REDW) Strategy and Those Taught by Using Conventional Technique at The Grade Eleven Year Students of SMA N 1 Enok.

Oktavia Wina Angrestti, (2015) Improving Students' Reading Comprehension Through Read-Examine-Decide-Write (REDW) Strategy The Eighth Grade Students At SMPN 01 Pronojiwo

Susiana, (2012) Improving Students Reading Comperhension by using REDW (Read, Examine, Decide, Write) Strategy to the Tenth Grade Students Of Ma Al-muawwanah Muara Enim Sumatera Selatan

Based on the preliminary study. In muhammadiyah university of Bengkulu Reading has part in 3 courses so in muhammadiyah university of Bengkulu reading teach 3 times in 4 semester from the result of observation and interview with the students, the researcher found that the student was bored, less vocabularies, and could not get the point of the Text so this the one reason why reading skill the student in UMB always Low. From the data we can know the result of the Test, in Experiment Class is the Result, lowest score is 25 and the highest is 100 with the average 53.75, while the standard score is 75. The researcher tried to applied the REDW Strategy at Fourth Semester in Experiment class is lowest Score is 60 and the highest is 100 Point.

Based on the explanation above the researcher was interested to know The Effect Of REDW (Read, Examine, Decide, Write) Strategy Toward Student Reading Comprehension In Muhammadiyah University Of Bengkulu

Research Methodology

The Design of this Research used quantitative approach which focus on the Quasi-experimental design, An Experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s) To getting data collection the researcher did some step: The researcher did Pre-test to know Reading skill before giving treatments, then the researcher gave treatments with use REDW Strategy In Experimental Class. While, in control class , the researcher taught by using common technique or the daily of lecturer's technique in classroom activity, after that, the researcher did Post-test to get effectiveness of REDW Strategy Toward Reading Comperhension in Reading Skill.

There were some steps that did by researcher, First, the researcher gave score of Reading Test And Collected all the data score of Student in Table, next the Researcher analyzed the result of Reading Test used SPSS , next Researcher checked The Result of Pre-Test and analyzed use T-Test

With SPSS.it was used to determined the average of two sample groups which the standard basic, if value significance <0.05 there was significance Result of two groups of experimental and control class, while if the value >0.05 then there was not significance of two groups of experimental and control class.after that, the Researcher Also used independent test used SPSS to analysis the result of Post-Test.

This research was quantitative approach according from (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) In this research, the researcher used Quasi-experimental design which is used to test used REDW Strategy Where REDW Strategy can effective to toward Reading skill and Reading comprehension of the student . So it is strategy same when you use with the skill one by one but in REDW the skill composed by one and this strategy can use for help the reading comprehension of the student. In this Research, the population of this research is students at the fourth semester of English Department of Muhammadiyah University of Bengkulu. total population is 40 students. Population is one of important element in this research, because without population the researcher can't do this research. according (ary 2010:148), in this research,

the Researcher will use cluster using random sampling as one of the technique which is use to look fo the sample and choose the sample. In this way the researcher choose the Class A and C as a in fourth Semester as a sampleThe researcher will choose the students of class IV A and IV C on Fourth semester of English Language Education Study Program at Muhammadiyah University of Bengkulu. The number of the population of those class are 40 students.A class Consist 20 Student as a Experimental Class and C class Consist 20 Student and C class.Researcher choose A and C class Because The class have Significant Differences Scoring In Reading materian where in A class Got The point 60 until 80 and C class Get the point 25 until 75.

Findings and Discussion

Finding

The purpose of this research is to obtain the students' reading comprehension which are taught by using Read, Examine, Decide and Write (REDW) strategy and without using Read, Examine, Decide and Write, (REDW)strategy, and to know the significant comparison between the students' reading comprehension are taught by using Read, Examine,Decide and Write (REDW)strategy and those who are taught without using Read, Examine, Decide and Write (REDW)strategy. The Result of The research Was presented, The Result Showed Student Reading Comperhension at Fourth Semester English Language Education Study Program of Muhammadiyah University of Bengkulu was increased.it can prove by the comparasion Beetwen The Result of Two Groups in Pre-Test and Post-Test Are Significant.

Based on the pre-test score in experimental class, the highest score in experimental class was 100 achieved by 3 student and lowest score was 50 also achieved by 5 student. The mean score of the pre-test in the experimental class was 72.5. This the data of result Pre-Test In Experimental Class ,highest score is 100 get by 3 Student and lowest score is 50 get by 5 Student,and 12 Student Get score is 75.it mean 3 Student Have Good Reading Comperhension to understand about the text, 12 Student had the medium level about understanding and comprehension the text and 5 Student Had Very low Reading Comperhension

The Reading Text. In Control Class Their Reading Comperhension Very low Than Experiment Class. From The data Experiment Class have Good Reading Comperhension than Control Class. Based On Pre-Test Score in Control Class The Lowest score is 25 Get By 1 Student And Highest Score Get is 100 get by 3 Student with mean is 66.5. From This data We can know The Result of Pre-Test where The Experimental Class get The High Score Than Experiment Class because The Experiment Class Have a Good Motivation and good Comperhension in Reading Skill.

After knowing the extent of students' achievement on reading comprehension after they taught by using comprehension question-based approach, next the researcher tried to know the extent can Read, Examine, Decide and Write (REDW) strategy toward reading comprehension. To do it, the researcher analyzed the data by calculating the average scores before and after giving treatments. Then the researcher showed the result in form of percentage.

The following was the result of students' reading comprehension achievement in experimental class. What can be inferred related to the improvement of both control and experimental class that is the extent of students' achievement on reading comprehension in control class, The T-test was used to see whether the two samples had a different or not. In this research, the T-test was used to find out was there any significant different in result score between the students who were taught through the REDW Strategy and the students who were taught through conventional teaching. Based on the result of the analysis, the two sample classes had the different in learning result score. It showed on the table below Based on the analysis result of t-test, the t-count was 6,42 and the t-table was 2.0244. It means that $t\text{-count} > t\text{-table}$ ($6,42 > 2.0244$). It shows that H1 is accepted and H0 was rejected. There is a significant difference in students learning result between the experimental class and the control class after the treatment had given to experimental group (through REDW Strategy). It means the Strategy of REDW is better than the conventional teaching.

Table 2. The t-count was calculated by using SPSS 20.0

Classes	Mean	T-count	T-table
Experimental Class (REDW STRATEGY)	14,5	6,42	2.0244
Control Class (Conventional Teaching)	2,75		

In the first treatment, the highest score was 100 achieved by 2 students and get the lowest score was 50 get by 1 students. The mean of the first treatment is 78. the second treatment, the highest score is 100 achieved by 5 students and lowest score 70 get by 6 students. The mean of the second treatment 83. In the last treatment the lowest score was 50 achieved by 3 students and the highest score was 100 achieved 11 students. The mean of the last treatment score is 85. So this the Result of the Treatment. first treatment score mean was 78 and in the second treatment mean is 83. Increase 5 point from Treatment 1 . In the last treatment mean is 85. Increase 2 point from Treatment 2.

In Post-Test The Result of experimental and control group were given a post-test to see the increasing of the mean score of the two groups. The post-test result of two groups was also to find out the highest score, the lowest score, and the mean score. Furthermore, the calculation of the post-test was to get the information about the score which both classes got after the treatment. in the experimental group, the highest score of post-test was 100 achieved by eight students and the lowest score was 60 achieved by one students. In the other hand, in control group, the highest score was 100 achieved by four student and the lowest score was 40 achieved by three student. Furthermore, from the calculation was found that the mean score of experimental group was 87 and the mean score of control group was 69.

Table 2. Analyzing of Pre-Test and Post-Test

Classes	Mean Pre-Test	Mean Post-Test	Gain
Experimental	72,5	87	14,5
Control	66,25	69	2,75

In analyzing the pre-test and post-test result, the score of each class was compared to see whether the treatment had an effect or not. From the table above, the mean score of the experimental group was 72,5 in the pre-test and 87 in the post-test. It means that the improvement of the mean score was 14,5 . Meanwhile in the control class, the mean score was 66,25 in the pre-test and 69 in the post-test. It means that the improvement of the mean score in the experimental class was 2,75. It was found that the improvement of the mean score in the experimental class was bigger than the mean score in the control class. In other word, the treatment had an effect to experimental class

Discussion

The 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. According to Pang (2003: 6 & 14) reading is an understanding written texts.

the 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. 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.

This research was held from the students of English Language Education Study Program of Muhammadiyah University of Bengkulu in class IV A and class IV C. The data of this research were taken from 20 students from experimental class and 20 students from control class. Before the researcher implemented the technique in order to know the improvement of students score by using Read, Examine, Decide, Write Strategy toward to the students of English Language Education Study Program of Muhammadiyah University of Bengkulu in semester IV, the researcher gave the pre-test to find out the starting point made by both groups.

The result of means score was 72,5 for experimental class, and 66,25 for control class. From the pre-test result, it was known that there was no significant different between the two group. REDW Strategy is the one strategy where the student do step by step the strategy start with read per-paragraph of the text in read student have difficulty is not understand the meaning of few word. Where for face this problem researcher told the student for use dictionary. after student know the mean of the difficult word next step student must use Examine. In Examine each sentence in the paragraph to identify the important words that tell what the sentence is about. Ignore the words that are not needed to tell what the sentence is about. If you are allowed to, draw a line through the words to be ignored. For each sentence, write on a sheet of paper the words that tell what the sentence is about. And for found the main idea (1). student must found the topic and theme from first sentence (2). observe word/phrase that always used by writer for developed topic (3). Observe the conclusion of paragraph is where the author will be revealed the main idea (4) the location of main idea always in early, end, or the middle of sentence (5) main idea always complete sentence (have subject and predicate) next the continue phase of the Examine is Decide which sentence contains the words you wrote that best describe 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. The other words you wrote are the supporting details for the main idea After finishing

the research, the writer conclude that the students felt enjoy and active in learning English by Read, Examine, Decide, Write (REDW) Strategy. It forces them 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 and answering some questions. when get the score, the researcher gave the treatment to the experimental group through REDW Strategy for three meetings. Through this Strategy, the researcher taught the students understanding about REDW in actively. Through this strategy, the researcher gave the students to REDW strategy. It means the students got opportunities to know how to use this strategy and they more understand about how to find idea used REDW Strategy, Compared the experimental class, the control class used conventional learning process. In this process, first, the researcher explained about the meaning of text. After that, the researcher gave the same text with experimental class and asked them to answer the question. After the learning process, post-test was given for both classes and get real data/score from research. The scores of pre-test and post-test of each group were compared to see the improvement. It was conducted to see whether the treatment gave the effect or not for experimental class. The post-test items were the same as the pre-test items in order to compare the result between pre-test and post-test.

Furthermore, from the t-calculation, t-count was compared to the value of the t-table. T-count was higher than t-table. The gain score was 6.42 and t-table was 2.0244. The t-count was compared to t-table ($6.42 > 2.0244$) This result of T-count was higher than T-table. Gay (2006) stated that t-count was higher than t-table, it means that the alternative hypothesis was accepted. It means that there is a significant comparative of result on students' reading comprehension achievement between teaching reading by using Read, Examine, Decide and Write (REDW) strategy and the one by using conventional technique. As conclusion, according to the result of the test, teaching reading by using Read, Examine, Decide and Write (REDW) strategy is effective toward reading comprehension In short, the research succeeds

Conclusion and Suggestion

Based on the result in previous chapter, the researcher concluded that the REDW Strategy can used in reading class could be an effective technique. It proved by a significant difference between the control group and the experimental group when the study was conducted. The t-count was higher than t-table ($6.42 > 2.0244$) by using the t-test formula. It could be said that H1 (alternative hypothesis) was accepted and H0 was rejected. In addition, the data showed that the means scores of students' improvement of the experimental group was 14.5 and the mean scores of the students' improvement of the control group was 2.75. It meant that using the REDW Strategy gave a significant improvement to students' reading comprehension at the fourth semester students at English Study Program at Muhammadiyah University of Bengkulu

References

- Adeani, I. S., Febriani, R. B., & Syafradin, S. Using GIBBS reflective cycle in making reflections of literary analysis. *Indonesian EFL Journal (IEFLJ)*. 6(2), 139-148.
- Anggitasari, M., Tarwana, W., Febriani, R. B., & Syafradin, S. (2020). Using Wattpad to Promote the Students' Responses to Literary Works: EFL College Students' Perspectives and Experiences of Enjoying Short Stories. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(2), 182-192.
- Burnes, D. and Page, G. (1991). *Insights and Strategies for Teaching Reading*. New York: Harcourt Brace Jovanich Group. Pty Limited.
- Bulgren, J.A., Deshler, D.D. Schumaker, J.B. (1997) *Use of a Recall Enhancement Routine and Strategies in Inclusive Secondary Classes*, *Learning Disabilities Research & Practice*, 198–208.
- Dhillon, B. P. S., Herman, H., & Syafradin, S. (2020). The Effect of Skimming Method to Improve Students' Ability in Reading Comprehension on Narrative Text. *Linguists: Journal Of Linguistics and Language Teaching*, 6(1), 77-88.
- Firdaus, M. and Noviati (2015). The Influence of Read-Examine-Decide-Write (REDW) Strategy and Learning Motivation toward Reading Comprehension at Sriguna Junior High School of Palembang. *Wahana Didaktika Jurnal Ilmu Kependidikan*, 13(2), 64-74.
- Handayani, S., Youlia, L., Febriani, R.B., Syafradin, S. (2020). The use of digital literature in teaching reading narrative text. *Journal Of English Teaching, Applied Linguistics And Literatures (JETALL)*. 3(2), 65-74.
- Martina, F., Syafradin, S., & Utama, J. A. (2020). The Practice of extensive reading among EFL learners in tertiary level. *Yavana Bhasha: Journal of English Language Education*, 3(2), 56-72.
- Martina, F., Syafradin, S., Rakhmanina, L., & Juwita, S. (2020). The effect of time constraint on student reading comprehension test performance in narrative text. *Journal of Languages and Language Teaching*, 8(3), 323-329.
- The REDW Strategy for Finding Main Ideas*. Available at <https://www.how-to-study.com/study-skills-articles/reading-comprehension-the-REDW-strategy>. (Accessed 22 October 2020)
- Wibowo, Y., Syafrizal, S., & Syafradin, S. (2020). An Analysis of English Teachers' Strategies in Teaching Reading Comprehension. *JALL (Journal of Applied Linguistics and Literacy)*, 4(1), 20-27.



Wright, A. (2004). *Reading comprehension skills and strategies*. New York. NY: Cambridge University

Winanti, E. M. (2018). using REDW (READ, EXAMINE, DECIDE, WRITE) Strategy to Improve Reading Skill in Text of Eighth Grades of SMP Negeri 1 Temanggung in the School Year 2017/2018, Vol 2(1), 213-218

Wikipedia the Free Encyclopedia Available at [http://en.wikipedia.org/wiki/ Reading_Comprehension](http://en.wikipedia.org/wiki/Reading_Comprehension) (Accessed 27 October 2020)