IMPROVING STUDENTS’ READING COMPREHENSION THROUGH READ, EXAMINE, DECIDE, WRITE (REDW) STRATEGY FOR THE ELEVENTH GRADE PEMASARAN (PM) 1 STUDENTS OF SMK NEGERI 1 SURAKARTA

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ABSTRACT

This research aims at: (1) finding out whether the use of Read, Examine, Decide, Write (REDW) Strategy in teaching English can improve the students’ reading comprehension at eleventh grade PM 1 of SMK Negeri 1 Surakarta in 2015/2016, and (2) describing how Read, Examine, Decide, Write (REDW) Strategy improve students’ reading comprehension at eleventh grade PM 1 of SMK Negeri 1 Surakarta in 2015/2016.

The action research was conducted at the eleventh grade PM 1 of SMK Negeri 1 Surakarta in Academic Year 2015/2016. In this action, the researcher conducted two cycles and each cycle consisted of two meetings. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing students, interviewing and holding discussions with the English teachers. Meanwhile, the quantitative data were gained by assessing the students’ reading comprehension through reading tests.

The result of the data analysis shows that the students’ reading comprehension improves. It can be seen from the mean score from 62.70 in pre test increasing up to 76.27 in the post test 2. This implies that the implementation of the REDW strategy gives positive effects on the improvement of students’ performance and achievement in the teaching and learning process. Then the implementation of the Read Examine Decide Write (REDW) Strategy another the students enjoy and feel happy.

Keywords: Reading Comprehension, Read, Examine, Decide, Write Strategy, Classroom Action Research
INTRODUCTION

English is the world’s most important language. It is significant in international, social, cultural, politics, science, tourism or any others. According to Gupta (2008:4), English continues to be the world’s standard language and sustains its global popularity. In relation to learning English, the learners should study four skills. They are listening, speaking, reading, and writing.

Based on the pre-research conducted by researcher to the eleventh grade PM 1 students of SMK Negeri 1 Surakarta, the researcher finds that reading comprehension is one of the greatest problems the students faced. The students’ difficulties in reading comprehension are as follows: (1) The students had difficulties in understanding the meaning of words and sentences; (2) The students had difficulties in understanding specific information; (3) The students had difficulties in finding detail information; (4) The students had difficulties in finding main idea. Besides those problems, most of the students cannot achieve the standard minimum. The standard minimum mark (KKM) of this school is 75. It means that the achievement of the students in reading comprehension is still low and it needs improvement.

Based on those conditions, the researcher likes to conduct a research by applying REDW strategy. REDW strategy is an effective strategy to improve reading comprehension. The students force them to interact critically with the text. According to Gupta (2008: 80), REDW is a
good strategy to use while finding the main idea in each paragraph of reading assignment. This strategy helps in comprehending the information contained in reading text. The letters in REDW stands for Read, Examine, Decide and Write.

THEORETICAL REVIEW

READING

There are various definitions of reading proposed by some experts. According to Wallace (1994:4) reading as interpreting means reacting to a written text as a piece of communication; In other words, we assume some communicative intent on the writer’s part which the reader has some purpose in attempting to understand. While, Urquhart & Weir (in William Grabe, 2009: 14) states that reading is the process of receiving and interpreting information encoded in language from via the medium of print.

Moreover Grellet (1998:7) states that reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. This is best achieved through a global approach to the text.

In conclusion, reading is the beginning practice of receiving, guessing, interpreting, reaction, and understanding of a text such as ideas,
simple word, and to understand what the writer intended to convey in writing via the medium of print.

**REDW STRATEGY**

The implementation of Read, Examine, Decide, Write (REDW) strategy can help the students to be active in teaching-learning process. The student gets motivation to improve their ideas through asking some questions and answering to find out main ideas. The students find it easier in interpreting and deriving the meaning of a text that they read. According to Gupta (2008: 80), REDW is a good strategy to use while finding the main idea in each paragraph of reading assignment. This strategy helps in comprehending the information contained in reading text. The letters in REDW stands for Read, Examine, Decide and Write.

Purba (2010:9) states that REDW strategy was effective in teaching reading comprehension because it help guid the students while finding main idea in each paragraph of reading assignment and this strategy helps in comprehending the information contained in the reading text and also could encourage the students’ interest, enthusiasm and motivate the students to be more active in reading activity. While, Hutagaol (2012:i) concludes that teaching reading comprehension through REDW strategy can improve students’ achievement in reading comprehension.

Based on the explanation above, it is realized that REDW strategy helps students in comprehending the reading text and it can improve
students’ achievement in reading comprehension. Besides, it guides the students while finding main idea in each paragraph.

RESEARCH METHOD

In this research, the researcher uses a Classroom Action Research. According to Walace (1998:4), Action Research is a strategy which is basically a way of reflecting on your teaching (or teaching-training, or management of an English department, or whatever it is you do in ELT). While, R. B. Burns (in Burns, 1999: 30) says that Action Research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners, and laymen. Ferrance (2000:1) states that Action Research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

The subject of the research was the eleventh grade PM 1 students of SMK Negeri 1 Surakarta. The total numbers of students was 30 students. In this Action Research, the researcher collected the data from test and non-test such (interviews, observations and documents.) A test is an important part of instrument to collect the data. According to Brown (2004:3), a test is a method of measuring person ability, knowledge, or performance in a given domain. In this action, the test was a multiple choice. According to Hopkins (1993: 124), interviewing in classroom research can take four forms: it can
occur between teacher and pupil, observer and pupil, pupil and pupil and occasionally teacher and observer. The interview is face-to-face personal interactions which generate data about the research issue. Documents should be taken when the implementing of teaching learning process using Read, Examine, Decide, Write (REDW) strategy.

In this research, two kinds of technique analyzing, were used qualitative and quantitative. To analyze the qualitative data, the researcher uses four stages based on Miles and Huberman (in Sugiyono, 2012:338). They are data collection, data reduction, data display and verification. In analyzing quantitative data, the researcher used statistic descriptive technique. It is done by describing the tests result. This was to find out means score.

RESULT OF THE STUDY

The objective of this research is to improve the students’ reading comprehension at the eleventh grade Pemasaran 1 (XI-Pemasaran 1) of SMK Negeri 1 Surakarta. Based on the pre research observation, the researcher finds some problems related to the students’ reading comprehension. The problems were students’ interest of reading that was still low and the students had difficulties in understanding the text. Besides that, they got some difficulties in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. The students needed a lot of time in understanding the text,
they did not use chance to read English text either at home or in English lesson. This problems were caused from the teacher, the students, and outside the teacher and the students. The teacher spoke too fast, gave unclear explanation and used monotonous technique. The students had a bad habit in reading. The students liked to read silently and lonely. The outside factors which influenced the teaching were the material was not interesting and the atmosphere of the class made the students have no passion to learn English.

Based on the construct of reading, there are basic comprehension abilities as follow: (1) comprehending word-meaning, (2) comprehending thought units, (3) comprehending sentence sense, (4) comprehending paragraphs, (5) understanding total selection. The indicators of the reading that are used by the researcher are: understanding purpose of the text, finding the explicit and implicit of the text, identifying the main idea, finding the word meaning and determining the reference on the text. To solve the problems related to reading comprehension, the researcher implemented some actions based on the Read, Examine, Decide, Write (REDW) strategy. All of the actions were successfully done in two cycles. One of the findings was written as following. In cycle one, the researcher used pictures of famous people to build the students’ interest and attention. The topic was about famous people. Based on the findings, some students did not pay attention well while the others participated more actively in the class. In this cycle, most of the students began to know the purpose of the
text. They also understood the grammar related to the text. They could fill the missing words in past verb forms. Some students could answer the researcher’s question based on the text. But, there were still few students lacking vocabulary. They often asked the researcher when they found unfamiliar word of the text. Most of the students still had problems in finding the main idea of paragraph. In this cycle the researcher had not done the classroom management successfully because the interactions between the researcher and the students made the class noisy.

In cycle two, the researcher revised some actions in order to achieve the aim of the research. In this cycle, the researcher still used pictures as media. The topic was about report text. based on findings, the atmosphere of the class supported the teaching and learning process. The students paid attention and were more quiet when the researcher explained the materials. They also were active when the researcher asked to discuss with other students. In this cycle, the students’ reading abilities had improvement. They knew what they had to do to find out the main idea of paragraph. Most of the students answered correctly when they asked about the main idea of the paragraph. The students’ vocabulary were achieved. They didn’t look when found some unfamiliar word of the text.

Based on the result of the research, the improvement of the action is supported by the mean score of the test. The result of the mean score in pre test was 63.20, in the post test 1 was 65.47 then in the post test 2 was 76.27. The improvement of score from pre test to post test 2 means that
there is a significant improvement of the students’ reading comprehension. Besides that, there was an improvement from t-test value, the result of t-test also shows that there is a significant improvement when the students learn reading skill using the Read, Examine, Decide, Write (REDW) strategy.

*Table 4.2 The mean score and T-value*

<table>
<thead>
<tr>
<th>The Mean of Pre-Test</th>
<th>The Mean of Post-Test 1</th>
<th>The Mean of Post-Test 2</th>
<th>T-value of cycle 1</th>
<th>T-value of cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>63,20</td>
<td>65,47</td>
<td>76,27</td>
<td>1,918</td>
<td>10,430</td>
</tr>
</tbody>
</table>

By using the Read, Examine, Decide, Write (REDW) strategy, the students are more active. The students asked the researcher when the students found difficulties about the material. The students usually try to answer the questions from the researcher. The situation can be controlled from noise. Then, the students enjoy when the researcher give the materials in the class. Based on discussion above, it can be concluded that the using of the Read, Examine, Decide, Write (REDW) strategy can improve the students’ reading comprehension.

**CONCLUSION**

Based on the discussion from the previous chapter, the researcher can conclude that the Read, Examine, Decide, Write (REDW) strategy can
improve the students’ reading comprehension. The improvement of the students’ reading comprehension can be proven by the mean score from pre test, post test 1, and post test 2. The mean score of pre test is only 62.70, increasing in the post test 1 become 65.47. The mean score increases again up to 76.27 in the post test 2. It can be concluded that the upgrading of the mean score from pre test, post test 1 until post test 2 shows an improvement in students’ reading comprehension. There is a significant difference between the teaching and learning process in the class before given the action and after the researcher conducted the action. At pre research, before the class given the action, the students were bored and passive with the teaching and learning process. The students just kept silent when the teacher asked to answer the teacher’s questions. After the researcher conducted the teaching and learning process using the Read, Examine, Decide, Write (REDW) strategy, the situation of teaching and learning process become more conducive. The students were more active and interested. They enjoyed the teaching and learning process and they paid more attention to the teacher’s explanation. The students were motivated to learn English.

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