

STUDENTS' READING COMPREHENSION BY USING REDW STRATEGY (READ, EXAMINE, DECIDE, WRITE) AT SMPN 2 CAMPALAGIAN POLEWALI MANDAR

Aminah

*Dept. of English Education, Teacher Training and Education Faculty,
Bosowa University*

ABSTRACT

This research aimed to detect whether REDW strategy has effect to the students' reading comprehension at the third grade of SMPN 2 Campalagian. The method which used in this research was pre-experiment with one class pre-test and post-test design at the third grade of SMPN 2 Campalagian. The sample were 29 students from the total population 174 students. The result of the research and discussion that obtained by the writer at SMPN 2 Campalagian that there was effect of using REDW strategy on students' reading comprehension after comparing the result of pre-test and post-test by getting improvement 63%. The writer was able to apply Read, Examine, Decide, write strategy to make the teaching process effective and it also helped students improve their reading comprehension.

Keywords: REDW (Read, Examine, Decide, Write) strategy, reading, comprehension

Introduction

The twenty first century is a new era shaped by a rapid change affecting both the individuals and organizations. In this new era educators and educational institutions are faced by the challenge of meeting the rapidly changing new demands of their communities and fulfilling the needs of the new generation learners. Traditional lectures which have been the form of learning and teaching for decades turned out to be insufficient in providing learning opportunities to the students and teachers. Therefore, educational institutions aiming at graduating students who are learning constantly instead of memorizing academic or encyclopedic.

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 good 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.

Information abandoned the traditional methods in learning environments. Learning to read in English as a foreign language is a very demanding activity, especially when it takes place in school, which is in itself a challenging environment. Teachers are faced with the arduous task not only of teaching new grammar rules and vocabulary, but they also have to help students understand the meaning of what they read depending on the purpose and the communicative context in which they are using the language. Developing proper reading skills is a long process which requires interest, motivation and perseverance, because only by practicing continuously can one become a better reader.

METHOD

The research was applied a pre-experimental method with one class pretest and posttest design. The writer took only one class as the sample and respondent of this research. The class was IX A because in this research the writer used nonprobability sampling (purposive sampling). The instrument of this research was a reading test. The reading test administrated in the pre-test and the post-test. The test consists of 20 multiple choices. The writer chooses multiple choice because the students could comprehend the material while the post-test was intended to know the students' reading comprehension

Finding Dan Discussion

Findings

The findings of this research were in the form of data. The data were collected from the third-grade students of SMPN 2 Campalagian. The data were collected by administering pre-test, and post-tests. The pre-test was administered to the subjects under study in order to measure their pre-test ability in reading comprehension. In post-test, the present of study was administered. The purpose of giving post-test to know the progress of the subjects under study after being taught reading comprehension by using REDW strategy. The Therefore, there were three sets of raw scores showing the improvement of the reading comprehension ability of the subjects. They were pre-test score, and post-test. The two sets of scores which were collected in this present study could be tabulated.

The writer described the result of data analisis. After presented the student's achievement of class IX A in a table, the writer analyzed the data by compering the change that the students made during this reserach.

Table 1 The Students' Score and Classification In Pre-Test

No	Name	Pre-Test	Category
(1)	(2)	(3)	(4)
1	Sal	40	Very poor
2	Hbl	50	Fair
3	RA	55	Fair

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4	Sur	30	Very poor
5	IY	60	Fairly good
6	Ris	60	Fairly good
7	Pi	35	Very poor
8	SA	65	Fairly good
9	Sar	60	Fairly good
10	RU	50	Fair
11	APAC	55	Fair
12	Ris	40	Poor
13	Rsm	55	Fair
14	CL	60	Fairly good
15	NH	70	Good
16	DS	55	Fair
17	Rsd	45	Poor
18	Mym	60	Fairly good
19	Ns	55	Fair
20	DI	60	Fairly good
21	Hd	50	Fair
22	YI	35	Very poor
23	RF	45	Poor
24	HSS	50	Fair
25	AH	40	Very poor
26	KA	60	Fairly good
27	MI	35	Very poor
28	Mis	40	Very poor
29	MR	55	Fair
Total		1.470	

Mean score	50,7
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Based on the table 1 above in pre –test there were 1 students categorized as good , 8 students were categorized as fairly good, 10 students clategorized as fair , 3 students were categorizred as poor, and 7 students were categorized as very poor. There was not student categorized into very good and excellent. Table 1 above shows that total score of students based on the pre-test of experiment class is 1.470 and its mean score is 50,7.

Table 2 The Students' Score and Classification In Post-Test.

No.	Name	Post-Test	Classification
(1)	(2)	(3)	(4)
1	Sal	65	Fairly good
2	Hbl	60	Fairly good
3	RA	65	Fairly good
4	Sur	65	Fairly good
5	IY	60	Fairly good
6	Ris	80	Very good
7	Pi	50	Fair
8	SA	80	Very good
9	Sar	60	Fairly good
10	RU	65	Fairly good
11	APAC	60	Fairly good
12	Ris	60	Fairly good
13	Rsm	60	Fairly good
14	CL	65	Fairly good
15	NH	80	Very good
16	DS	60	Fairly good
17	Rsd	60	Fairly good
18	Mym	65	Fairly good

19	Ns	70	Good
20	Dl	65	Fairly good
21	Hd	65	Fairly good
22	YI	65	Fairly good
23	RF	65	Fairly good
24	HSS	60	Fairly good
25	AH	65	Fairly good
26	KA	60	Fairly good
27	MI	60	Fairly good
28	Mis	65	Fairly good
29	MR	65	Fairly good
Total		1.860	
Mean score		64.14	

Based on the table 2 above in post-test there were 3 students categorized as very good, 1 student was categorized as good, 24 students categorized as fairly good, 1 student was categorized as fair. There was no student categorized as excellent, poor and very poor. Table 2 above shows that total score of students based on the post-test of experiment class is 1860 and their mean score is 64.14 it means that the students score in post-test is higher than the students score in pre-test.

Table 4 The Rate Percentage of Students in Post-Test

No	Classification	Post-test	
		X2	%
1	Excellent	-	-
2	Very good	3	10.34%
3	Good	1	3,45%
4	Fairly good	24	82,76%
5	Fair	1	3,45%
6	Poor	-	-
7	Very poor	-	-
Total		29	100%

Based on table 4, after applying REDW strategy, there were 3 (10,34%) students categorized as very good, 1 (3,45%) student categorized as good, 24 (82,76%) students categorized as fairly good, and 1 (3,45%) students categorized as fair. There is no student categorized as excellent, poor and very poor.

Table 5 The students' means score in pre-test and post-test.

Pre-test (x1)	Post-test (x2)	Improvement
50,7	64,14	63%

Based on the table 5 above, the students of the third grade at SMPN 2 Campalagian have improvement after giving the treatment by using REDW strategy, it can be seen by the students' mean score in pre-test and post-test. The table above shows that the students mean score in pre-test is 50.7 and the students mean score in post-test is 64.14. The Using of REDW strategy in treatment has effect to the student's reading comprehension based on the value of pre-test and post-test and its improvement 63%.

Table 6 The t-test value in reading comprehension before and after treatment.

t-test	t-table	comprehension	Different
24,321	2.048	t-test >t-table	Significant

The result of t-table value in reading test indicated that t-test value of reading comprehension was greater than t-table value ($24,321 > 2.045$) this finding used to determine the hypothesis that occurred in this research as it stated that null hypothesis (H_0) is rejected when the value of t-test was greater than the value of t-test, and alternative hypothesis (H_1) was accepted. It means that, in this research automatically the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

Discussion

The description of the data collected through REDW strategy conducted after the writer sharing and discussing opinions with English teacher at SMPN 2 Campalagian received this strategy is a new strategy in teaching and learning reading comprehension and it also was good strategy to as a reference to conduct in other class to achieve the students reading comprehension.

The first part, the writer discussed the result of the students reading comprehension. The data that have been analyzed above can show that there was a significance different between pre-test and post-test. It was based on the fact that the average scores of students in the pre-test and post-test were different post-test was greater than pre-test. The pre-test acquired mean score 50,8 but in post test increased to 64,14. Then t value was 24.321 While T-table was only 2. 048 and the

hypothesis was proved. The treatment that given was successful. It can be concluded that by using REDW strategy to the third grade at SMPN 2 Casmpalagian has effect to the student's reading comprehension. Based on the data in table 1, after applying REDW Strategy there was 1 students categorized as good, 8 students were categorized as fairly good, 10 students categorized as fair. 3 students categorized as poor and 7 students categorized as very poor.

Conclusions

Based on the finding that had ben discussed, the writer concluded as the using of REDW strategy has positive effect to the students' reading comprehension by comparing the result of t-test (24,321) and t-table (2.048) it significant effect the third grade stutudents' at SMPN 2 Campalagian.

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