THE EFFECT OF USING REDW (READ EXAMINE DECIDE WRITE) STRATEGY TO-WORDS STUDENTS' READING COMPERHESION
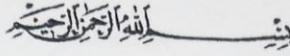
SKRIPSI

NIKI ROHDIANA
NPM. 1302050242

FACULTY OF TEACHERS' TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

MEDAN

2018

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi   : Universitas Muhammadiyah Sumatera Utara
Fakultas   : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi   : Pendidikan Bahasa Inggris
Nama Lengkap   : Niki Rohdiana
N.P.M   : 1302050242
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Using REDW (Read Examine Decide Write) Strategy to Words Students' Reading Comperhesion

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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15 Feb 2018	Chapter I Introduction	
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2 Oktober 2018	Chapter IV Data Analysis	
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Medan, 11 Oktober 2018

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing

(Yayuk Hayulina, S.Pd, M.Hum)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Niki Rohdiana

N.P.M   : 1302050242

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : The Effect of Using REDW (Read Exxamine Decide Write) Strategy to
Words Students' Reading Comperhension

sudah layak disidangkan.

Medan, ‖ Oktober 2018

Disetujui oleh:

Pembimbing

Yayuk Hayulina, S.Pd, M.Hum

Diketahui oleh:

Wakil Dekan I

Dra. Hj. Syamsuyurnita, M.Pd

Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jumat, Tanggal 19 Oktober 2018, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Niki Rohdiana
NPM : 1302050242
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using REDW (Read Examine Decide Write) Strategy Towords Students Reading Comprehension

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (A) Lulus Yudisium
( ) Lulus Bersyarat
( ) Memperbaiki Skripsi
( ) Tidak Lulus

PANITIA PELAKSANA

Ketua   Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.   Dra. Hj. Syamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum   1. _____
2. Rini Ekayati, SS, MA   2. _____
3. Yayuk Hayulina Manurung, S.Pd., M.Hum.   3. _____

SURAT PERNYATAAN

بسم الله الرحمن الرحيم

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Niki Rohdiana
N.P.M	:	1302050242
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Using REDW (Read Examine Decide Write) Strategy to Wards Students Reading Comprehension

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
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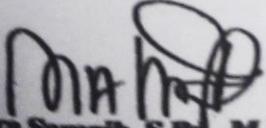
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Medan,   Februari 2018
Hormat saya
Yang membuat pernyataan,

Niki Rohdiana

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.

ABSTRACT

Niki Rohdiana, 1302050242. The Effect of Using REDW (Read Examine Decide Write) Strategy To-Works Students' Reading Comperhension. Skripsi, English Program Of Teacher's Traning And Education, Muhammadiyah University Utara. Medan 2018

Reading teaching in Medan Medan Student Park is still based on teaching with the lecture method. Therefore, the consequence is that there are many students who cannot understand English text. The purpose of this study was to investigate whether students taught using REDW (reading, checking, deciding and writing) strategies have a higher value than students who are taught using the lecture method in reading comprehension. In the implementation of this study, divided into two groups (the experimental group and the control group) in class XI in Medan Student Park participated in this study. Each group is treated differently; The experimental class is taught using REDW (reading, checking, deciding and writing) strategies and control classes taught by the lecture method. This research was conducted during four meetings. Research data was collected through pre-test and post-test in the experimental class and control class. This instrument consists of several reading test options. Question items based on reading comprehension indicators. The post-test results show clear differences from the results of student reading comprehension. the post-test results in the capable control group is 30% (9 students), the post-test results in the capable experimental group are 100% (30 students) can be concluded that using REDW strategy can improve students' determination in reading comprehension. This is a suggestion for teachers to use REDW in teaching reading. English teachers must use REDW strategies in teaching reading, because using this strategy they can enjoy understanding more easily.

Key word   : strategy REDW,reading comperhension,reading interest

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

In the name of Allah SWT the Most Gracious and the Most Merciful. Firstly, the research would like to deliver his thanks to Al – mighty God, who has blessed his to write this research. Secondly, blessing and peace be upon the prophet Muhammad SAW who has brought human being from the uncivilized era to the fully civilized era as people have today.

This research is entitled : The Effect Of Using REDW (Read Examine Decide Write) Strategy To Warks Students' Reading Comperhension. In writing this research there were so many troubles faced by the researcher and without much hrlp from many people it was impossible for his to finish it. Especially her lovely great parents, **Joko Sumono** and **Sutrismi**, million words will never be enough to endless love,care,attention, prayers, encouragement and heart they have given. Therefore, he would like to deliver his thanks to :

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Medan, October 2018

The Reseacher

NIKI ROHDIANA
1302050242

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an insutrument to convery information and used by every person to send ideas, arguments and messages in the from of a spoken or written. Through language people we can srore and transfer knowledge, transmit message from one person to other person and from one generation to antoher generation. In short, almost all of human activities are conducted.

English as an internasional language, is used by most countries in the world for diplomacy, global tender,touris, education and so on. Consequently, people as human resources are demanded to have the ability to communicate that language. Realizing how important English has become, the government has determined to put English as a subject at school. This is the reason why English must be taught from primary level up to the university level.

Reading is one of English subjects. It is one of the main language skillsthat must be learned and developed by students. It is a basic tool ofeducation every day. It is an activity with a purpose. It can help to getinformation. According to Julian Bamford and Richard R.Day, the functionof reading to get information such as in newspapers, books, magazines etc.

Reading is a process of grasping the meaning of the words or the writer'sidea about the topic. Furthermore, grasping here means comprehending.Comprehension or the ability to find the meaning of what has

been isdominant goal reading. FranqoiseGrellet defines "reading comprehensioninvolves understanding of words, seeing the relationship among words andconcepts, organizing the ideas, recognizing the author's purpose, makingjudgment in evaluation.H. Douglas Brown also states that reading abilitywill best be developed in association with writing, listening, and speakingactivity. It means that in language teaching, the teachers have to teach four language skills (reading, speaking, listening, and writing). The aims of teaching reading are only to make the students able to read the English texts effectively and efficiently, to understand the explicit structure of the text, but also to comprehend the implicit meaning of the text. Studying English in the school is not far from the genre of the text. The aim of teaching reading is to make the students able to read the English text and respond the meaning in monologue text or essay accurately, fluently, and contextually in the form of the text such as report, narrative, and hortatory exposition. Reading comprehension is an important skill that must be learned and developed by students. It is not easy to process. It needs long time to develop and improve their reading comprehension. Reading comprehension is not only a process of knowing the meaning of the words semantically, but also a process of catching the idea of the text whether it is stated or not.

SMA TAMANSISWA uses school based curriculum (KTSP) as the guide of English as process of learning. It is located in TAMANSISWA Medan. Many subjects are taught in this school. English also taught as a main subject. English has been taught twice a week with duration 45 minutes for one-hour learning process. In teaching learning process, the students have been taught many

vocabularies, grammar, and genre of English text in order to make them master reading skill as one of the important skills in English. Reading in English is also supplemented in this school. The students are demanded to fill the score of KKM. The score of KKM is 60. According the syllabus 2009-2010 at the great eleven one semester, they are required to understand report text. Based on the standard competition, the students can understand the meaning in simple short transactional and simple short essay with report text for interaction in daily life. The teacher taught English using many strategies. They also teach well. But, the students still found difficulties to understand about reading comprehension. Since English is not our first language, many students still face difficulties in gathering and comprehending the ideas of reading passage. In addition, the students also cannot find the topic in paragraph text and difficult to get information.

The writer assumes that some of students' difficulties in comprehending the reading text can be caused by the uninteresting teaching strategy that has been used by the teacher. It means that the teacher should make the students be motivated. The writer applies a strategy to increase their reading skills: identifying main idea, certain information, and topic in the text. One strategy in simulating the students to follow their reading comprehension is Read, Examine, Decide and Write (REDW) strategy.

REDW is primarily intended for reading materials that the individual is having understanding difficulty. The REDW strategy helps students understand the information in reading text.From the symptoms, the writer is interested in carrying out the research entitled: **The Effect OfUsing Read, Examine, Decide,**

And Write (REDW) Strategy To Words Students Reading Comperhensionat The Grade Eleven Year Students of SMA TAMANSISWA MEDAN.

B. The identification of the problem

Based on the background and the symptoms above, it is clear that the grade eleven students of TamanSiswa have many problems in undertanding the reading text although they have taught by their teacher.

1. Some of students are not able to understand the topic well.

2. Some of students cannot find main idea in the paragraph text.

3. Some of students cannot find the topic in the paragraph of text.

4. Some of students are not able to get information from the text.

C. The scope and limitation

The scope of study was focused on the effect of using REDW (Read Examine Decide Write) strategy and limitation on reading comperhension at grade leven students of TamanSiswa Medan

D. The Formulation of the Problem

This problem reseach are formulated as follows :

1. Is there any effect of using read eximine decide write (REDW) strategy on students' reading comperhension ?

2. What is the percentage of students' achievement in raed eximine examine decide write (REDW) strategy ?

3.   What are students' diffivulties in lerning English read examine decide write (REDW) strategy ?

E. The Objectives of the study

Based on the problem above the objective of study :

1.   To find out student's reading comprehension in learning Englishbefore being taught by using REDW (read, examine, decide and write) strategy,

2.   To find out student's achiviment on reading comprehension in Learning Englishafter taught by using read, examine, decide and write (REDW) strategy,

3.   To find out the students' diffculties in lerning English Read,Examine, decide and Write (REDW) strategy on reading comprehension at grade eleven students of SMA TAMAN SISWA.

F. The Significance of the Study

This research is very important to be conducted because of some reasons, they are:

1.   TheTeacher

To give useful information and contribution for English teachers to encourage students' motivation in reading class and tohelp the teachers in managing their class roomactiveness especially in improving their teaching strategy.

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2.   The Student

To give information about the students' reading comprehension after being taught by using REDW (read, examine, decide and write) strategy and to know how the students use REDW strategy when they are reading the text. REDW strategy is the affectively way to findmain idea of the text.

3.   Curriculum Development

To give information of curriculum that the REDW (read,examine, decide and write) strategy is better than the strategy before.

CHAPTER II

REVIEW OF LITERATURE

A.   The Theoretical Framework

Teaching should not be based on one or two strategies, they can be various where teachers are asked to be creative so that the class will not be passive and students will be stimulated to be more interested in learning. The result expected from the process of teaching and learning will be well transferred to the students.

Teacher cannot hope to improve their teaching if they not prepare to experiment with new strategies and to learn from the teacher' experience by reflecting critically on all aspects of teachers' teaching and srudent learning. Teacher will be able to see how the things that the teacher do, and the decision that teacher make influence on the learning of the students in the class. Reflection will also help teacher to gain a better understanding of why teacher teachers teach and what the teach.

1.   Approach, Method. Technique And Strategy

1.1. Approach

According to Richards and Rodgers (1986 : 16), approach refers to " theories about the nature of language learning that serves as the source of practices and principles in language teaching ". An approach describes hoe language is used and how its constituent parts inter lock in other words in offers model of language competence. An approach describe how people acquire their knowledge of the language and make statements about the conditions which will promote successful in learning. In the literature of Englih language teaching, the

term " method and approach " are often used in the nature of language lerning. Basically , both of these tems do not have the sane meaning. Anthony (1983 : 83) in Richard and Rodgers stated that:

Approach is the level at which assumption and beliefs about language and language learning are specified. An approach is axiomatic and describes the nature of the subject matter to be thought. By using an approach, it will make the teaching process become more effective because an approach is a very important element in managing students the classroom.

1.2. Method

Freeman (1992: 223) stated that method is a part of knowledge base of teaching with it, teacher join community of practice and based on Brown (1994: 23) Method is an overall plan for learning a second language, based on the theoretical approach selected. A method is a plan for presenting the language material to be learned and shoulbbe based upon a selected approach. A language learning method is an overall plan for second language. Based on the theoretical approach selected it involve the design of syllabus for the course. The are three term is often confusion among the term. Approach a method and strategy. This tern view as point of language and a continue from the theoretical (approach) in which basic beliefs about language are considered to design (method) in which practical plan for teaching a language is considered to the detail (technique) where the actual activity take place.

1.3. Technique

Brown (2001: 16) says that a technique is the specific activities manifested in the classroom that were consistent with a technique and therefore were in harmony with and approach as well. Any of a wide variety of exercises, activities, or task used in the language classroom for realizing lesson objectives. It is also explain that a technique refresh to the procedure that describe how realized its approach and design in classroom.

1.4. Strategy

Teaching is an activity which is done by teacher or those who love teaching. A strategy of teaching will influence the student achievement in teaching and learning process and it is suitable to increase students' learning achievement.

Nunan (1999: 1710) says,''strategy is the mental and communication procedure learner use is order to learn and use languague "underlying every learning task is at least one strategy. How ever in most classroom, learners are unaware of the strategy underlying the learning task in which they are angaged.

B.   Conceptual Framework

1.   The Cocept Of Readig

Reading consist of two related processes : word recognition and comprehension. Word recognitionis 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.

2. 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.

3. The Concept of Reading Comprehension

Many experts have shared their own thoughts about the definition of reading. According to Bamford and Day, the function of reading is to get information such as in newspapers, books, magazines etc. The ideas above also expressed by Murni Jamal, et.al "reading is way of getting the meaning or the knowledge from the printed page such as textbooks, newspapers, magazines, and novels. Nowadays, the scope of reading media enlarged not only to printed media but also by using Internet".According to Michael F. Graves et.al, reading is process which the reader searches the meaning in what she read.From the definition above, the writer concludes that reading is aprocess grasping the meaning of the words or the writer's idea about thetopic. Furthermore, grasping here means comprehending. Comprehension or the ability to find the meaning of what dominant goal of reading.

Grellet defines "reading comprehension involves understanding of words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose, making judgment in evaluation. According to Anderson et al in Janette K. Klinger, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency."According to William Grabe in Jack C. Richard and Willy A. Renandya, reading for comprehension is raising the reader awareness of main idea in the text and exploring the organization of the text. According to Anderson et.al, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Among the ideas above, the write agrees with Grallet's idea that reading comprehension is involving understanding of words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose, making judgment in evaluation. Reading is an important skill of English learning that should be developed by the foreign language learners. Beside of lexical knowledge, grammatical, cultural meaning, connection between sentence, paragraph structure and the organization of word, the effective reading must have the strict purpose.

Good comprehension happens when the readers are aware of themain ideas and are able to explore the organization of the text. Writer defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with

written language. According Nell K Duke and P. David person comprehension entails three elements: (1) The *reader* who is doing the comprehending, (2) The *text* that is to be comprehended, and (3) The *activity*in which comprehension is a part.

a.   The Reader

The process of reading comprehension has been grounded in studies of good readers. A great deal about what good readers do when they read:

1)   Good readers are *active* readers.

2)   From the outset, they have clear *goals* in mind for their reading. They constantly *evaluate* whether the text, and their reading of it,is meeting their goals.

3)   Good readers typically *look over* the text before they read, noting such things as the *structure* of the text and text sections that might be most relevant to their reading goals.

4)   As they read, good readers frequently *make predictions* about what is to come

5)   They read *selectively*, continually making decisions about their reading what to read carefully, what to read quickly, what not to read, what to reread, and so on.

6)   Good readers *construct, revise, and question* the meanings they make as they read.

7)   Good readers try to determine the meaning of *unfamiliar wordsand concepts* in the text, and they deal with in consistencies orgaps as needed. They

draw from, compare, and *integrate theirprior knowledge* with material in the text.

8) They think about the *authors* of the text, their style, beliefs,intentions, historical milieu, and so on.

9) They *monitor their understanding* of the text, making adjustmentsin their reading as necessary.

10) They *evaluate the text's quality and value*, and react to the text ina range of ways, both intellectually and emotionally.

11) Good readers *read different kinds of text differently*.

12) When reading narrative, good readers attend closely to the settinand characters.

13) When reading expository text, these readers frequently constructand revise summaries of what they have read.

14) For good readers, text processing occurs not only during "reading"as we have traditionally

15) Defined it, but also during short breaks taken during reading, evenafter the "reading" itself has commenced, even after the "reading"has ceased.

16) Comprehension is a consuming, continuous, and complex activity,but one that, for good readers, is both *satisfying and productive*.

b. The Text

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for

comprehension. The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged.

c.   The Reading Activity

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity.7 In English curriculum for senior high school, there are fivepurposes of reading. They are:

1)   Finding the factual information. It requires reader to scan specific details. According to Bamford and Day, the function of reading is to get information such as in newspapers, books, magazines etc.

2) Finding main idea. Reading is concerned with meaning to a greater extent than it is with form. An efficient reader not only understands the ideas but also the relative significance as expressed by the writer such as syntax, semantic, etc. in order to read a reading text.

3) Thinking Abilities Thinking is a basic component of comprehension, when we read abook we have to see relation ship, make comparison, follow sequence of events and engage in any number of similar mental operations, so it should hardly seem necessary to persuade you that reading involves thinking.

4) Affection Affective factors are important to comprehension educators are in creasingly recognizing that the students' interest, motivations, attitudes, beliefs and feeling are important factors that cannot betaken for granted or ignored in educational process.

5) Reading Purpose The purposes of reading are important. The purpose may help some students focus on a key issue and result better understand and important aspect of the story.

In conclusion, reading comprehension means basic of component person to activity involving skill, knowledge, and understanding ofwords, seeing the relation ship among words and concept, and organizing the ideas.

4.   REDW (Read, Examine, Decide and Write) Strategy

REDW (read, examine, decide and write) is a strategy to helpstudents get information. REDW is usually used for text books or other material that the individual cannot understand even though the individual has attempted to understand the information by reading the material veryslowly and carefully.

REDW is primarily intended for reading materials that the individual is having difficulty understanding. The using of REDW strategy is to help students understand the information in reading comprehension. As a result, REDW is usually used for text books or other material that the individual cannot understand even though the individual has attempted to understand the information by reading the material very slowly and carefully. REDW is a good strategy to use to find the main idea in each paragraph of a reading assign ment. Using this strategy will help the students comprehend the information contained in your assignment. Eachof the letters in REDW stands for a step in the strategy**.** As is suggested by the words that make up the name of the strategy, REDW consists of four separate steps. They are:

a.   **Read**

Read is the first process when the reader to comprehend the text. Reading purpose is to get information or knowledge. When the reader wants to get a something in the text, the reader should read.The students read the entire paragraph to get an idea of what the paragraph is about. The students may find it helpful to whisper the words as the students read or to form a picture in your mind of what you are reading. Purpose of reading is search the meaning. According to "Michael F. graves, et.al, that reading is a process when reader actively searches the meaning what she read. After the students read and get the general idea of what the paragraph is about, after they go to examine".

Horsburgh(2009 : 03) states that reading is complicatedred requiring considerable skill. Reading should be mastered by students because by reading,

students will get kind of informasion 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

Examine is second process when the reader comprehend the text. The purpose of examine is to identify the word in the text. The students examine each sentence in the paragraph to identify the important words. Ignore the words that are not needed to tell what the sentence is about. If they 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. 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 Ifthe students have difficulty in understanding a text despite reading and rereading, this step is meant to help them.

c.   Decide

Decide is the process to make sure the reader what they need in the next. The students reread the words for each sentence in the paragraph. Decide which sentence contains the words student writes 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 student wrote are the supporting details for the main idea.

(Hornby, 1995:300).Decide in this strategy gives the students more care full 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

c.   Write

The last is writing. The student writes the main idea for each paragraph in their notebook. This will provide the student with a written record of the most important ideas you learned. This written record will be helpful if the student has to take a test that covers the reading assignment.

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".

5.   The Technique and Strategy of Reading Process

The aim of teaching reading is to make students become the effective andefficient readers. In order to get the target, the teacher needs to use a comprehensivestrategy lesson. Comprehension strategy lessons are lactic or procedures which effective reader utilize to interact with the written text, and to understand this writing on a literal, inferential, critical, and creative level. According to Joy Janzen in Jack Richard and Willy A Renandia that:

a.   Strategies help to improve reading comprehension as well as efficiency in reading.

b.   By using strategies, students will be reading in the way expert reader.

c.   Strategies help readers to process the text actively to monitor their comprehension and to connect what they are reading to their own knowledge and to other parts of the text.

There are many teaching techniques and strategies that can be employed in teaching reading comprehension such as questioning strategy, REDW strategy, PQ3R strategy and discussing group. It is the teacher to select and use the suitable techniques and strategy for their classroom. Many factors are involved in making it successful and acceptable such as the atmosphere of learning environment and the condition of place where it is taught and also students' condition.

In teaching learning process in the classroom, the reading comprehension is divided intothree phases where each phase has different role and activity. Pre reading activities or previewing has function to guide students to the next stages such as regarding students' background knowledge with the text. While, reading activities develop the students' reading skill by doing some activities or exercise relating to the text. Post reading or reviewing is the follow up the previous activities like by summarizing what the students have got.

C.   **Relevant Research**

1.   Yaimin (2008). The project that entitles "The Application of Questioning strategies Improving the second year Student's Reading Comprehension Achievement at Madrasah Aliyah HidatullahMubtadi'in Bandar Sungai, Kec. Sungai Apit, Regency of Siak Sri Indrapura". It was experimental research. In this research, he found that the teacher have a difficulty in teaching reading comprehension. Heconducted the questioning strategy to help students' reading comprehension.

2.   Sri Wastuti (2005). In her resercher, she focussed on the effect of calaborarive strategic reading toward the second year student's reading comprehension ahievement at SLTP N 20 Pekan baru. She found that mean score of experimental group taught by using collaborative strategic reading was 82,75, while the nean score of control group taught by using traditional reading calss room was 75,75. That meant there was any signitifi cant different between callaborative strategic reading for reading comprehension achievement and using traditional reading class room method for reading achievement. For ther more, t-test in this research was 3,5 and t-table was 2,00.

3.   Sartika (2013) improving students' reading comprehension through REDW strategy for the eleven grade pamadaran (PM) students' of SMK N 1 Surakarta". The method is very helpful for teacher improving students' interest and motivation to read. Especially in the paragraph text, it canbe seen from the increase in the number of participants and the value of studentsw' involved in class activities from beginning to end of cycle.

D.   The Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinter pretation toword the research. There are two variables used in the research, they are variable X and variable Y. REDW (read, examine decide and write) strategy is as variable X that gives the effect on students' reading comprehension as variable Y. the indicators that will be compared are about the students' reading comprehension before and after being taught by REDW (read, examine decide and write) strategy. The indicators are as follow:

Variable X: The REDW (read, examine, decide, and write) strategy

1.   The students read text or passage well.

2.   The students identify the important words of the text.

3.   The students decide the best idea of the text after read the text.

4.   The students find main idea of the text after read the text.

5.   The students write the main idea well.

Variable Y: Reading Comprehension

1.   The students are able to identify main idea the reading text.

2.   The students are able to answer the question related to the text.

3. The students are able to grasp the meaning of vocabulary in context that is available in the reading texts correctly.

4.   The students are able to make inferences from reading texts.

E. **The Assumption**

Assumption

The writer assumes that teaching reading by using REDW (read, examine, decide and write) strategy can help the students in understanding the reading text.

CHAPTER III

METHOD OF RESEARCH

A.   Location and time

This research was conducted at SMA Taman Siswa Medan at Jl. Singosari of the academic year 2017 – 2018 this location was chosen by the researcher because the same research had never been conducted in this school and she found some problems on the students' in mastering reading comprehension.

B.   Population and Sample

The population of this research was taken from the eleven grade students of Taman Siswa Medan. There were four parallel classes consisted of XI – 1 (consisting of 30 students') , XI – 2 (consisting of 30 students'). So population was consisting of 60 students.

Table 3.1.

Population

No	Class	Population	Sample
1	XI-1	30	30
2	XI-2	30	30
3	XI-3	25	_
4	XI-4	21	_
Total		106	60

Source: (Document of SMA TAMASISWA MEDAN, Academic Year2017/ 2018)

From the table above, it was seen that the total of population was 60. In addition, in taking sample of the population the researcher used cluster sampling technique. The researcher took only two classes from two reading as sample of the research. Further more, the sample of this research was 60 students'. The sample was divided in two groups. The first group was experimental class, it consisted 30 students' and the other one was control class that consisted of 30 students'.

C.   Reserch Design

This was an experiment research, the sample was devided into two group, namely experimental group was taught by REDW strategy and the control group was taught by using convertional technique.

Table 3.2.

Pre- test and post-test control group

Group	Pre-test	Treament	Post-test
Experimental	Multiple choice	REWD strategy	Multiple choice
Control	Multiple choice	Lecture method	Multiple choice

Pre-test and post-test were given to experimental and control group then experimental was taught by REDW strategy in reading , while the control group was taught by using convensional teachnique. Than each group experimental and control was given treatment. The procedure of research was devided in to three components, they were pre-test, treament, and post-test.

1.   **Pre-test**

Pre-test was given to the class before given the treatment or teching presentation, it mean to find out the homogenoty of the sample

2.   **Treatment**

The research was applying REDW strategy as treatment to teach how to write road. The treatment was given to the experimental group,which consisted 30 students in from meetings, Each meeting was done in 3 x 45 menutes. The following was the learning activities during the trearment for the experimental group.

Table 3.3.

Treatment in Experimental

Experimental class	Control class
1. Firstly, the teacher gave a reading material of the lesson tothe students. Then, the student read the text.	1. Firstly, the teacher explained the genre of the text, which was used in reading material of the lesson, and usually pre teaches any new vocabulary.
2. Next, the student examined the statement on the material. As mentioned above, the students skimmed and scanned through the paragraph while identifying in every sentence what the article states.	2. Next, the students were divided into the some groups. The teacher instructs a member of a group to read aloud one paragraph of the text. The teacher corrected the students' pronunciation mistakes.

3. The student decided the sentence which contains the main idea of the paragraph wasknown to be the topic sentence, while the other words that the student had writting down were words that comprise the supporting sentences and details that complete the main idea. 4. Finally the student wrote the main idea of each paragraph.	3. The teacher chose a member of another group to read aloud the next paragraph of the text. This activity repeated until they read all paragraphs of the text. 4. The students translated the text. Then the students might use a dictionary to find the meaning of new vocabulary. 5. Next, the students were called on to answer the comprehension questions. Finally, the teacher was leading a class discussion on the correct answers of the question from thetext.

D. Intrument Of Research

The instrument of the research was using written test. In this study, the students were asked to write a paragraph text based on the tpic given. The cumulative score was ranging from 0 – 100.

To know the students achievement in writing there were some criteria considered Heaton (1998 : 146) states there are five scoring compnent scales namely content organization, vocabulary, language use, and mechanisim.

E.   Techinique of Data Collection

In collection the data, same steps are applied as follows :

1.   Giving pre-test to both of the groups

2.   Giving treament

    a.   Experimental group : using REDW strategy in reading.

    b.   Control group : using conventional technique.

    c.   Giving post-test the similar test to oth of the groups.

    d.   Collect post-test and check the test results

F.   The Technique of Data Analysis

This research applying quantitative and qualitative data. The qualitative data was used to he students' opinion as well as their feeling during the teaching learning activity. Quantitative data was used to analyze the score of the students.

To know the development of the students' score, the mean of the students' was computed and it also categorized the master students by using the following formula.

$$X = \frac{\sum x}{N} \times 100$$

Where :   X   = the mean of the students

$\sum x$ = the total score

N   = the number of the student

The Criteria of the score

N > 60 Able

N< 60 Unable

To know the percentage of master students, the researcher used the following

  formula :

$$P = \frac{R}{T} \times 100\%$$

Where :   P = The percentage of master student

                 R = Thenamber of master students

                 T = The total number of students (35 students)

The Category of Scoring

90% - 100%   = Very good

80% - 89%   = Good

65% - 79%   = Enough

55% - 65%   = Less

0% - 54%   = Bad

H.   The Hypothesis

Hypothesis

The Hypothesis in this research is :

Ho   : There is no significant influence of using REDW (Read Examine Decide

and Write) strategy toword the students' reading comprehnsion.

Ha   : there is significant influence of using REDW (Read Examine Decide and

write) strategy toword the students' readig comperhension.

Chapter IV

Data Analysis

A. Data Collectin

The data of this research consisted of two kinds. They were quantative data (reading evaluation result) and data qualitative data (diary notes, obsevation sheet and questionnaire sheet) which had been gathered within two classes. First classconsisited ofexperiment and second class consists of control and there was an evaluation reading in each meeting to get a basic understanding of the students' pre-test. There were this study data taken from XI-1 and XI-2 correlations consisting of 60 students for each class.

1. The Quantitave Data

This research consisted of two classes ; XI-1 , that applied Read, Examine, Decide and Write (REDW) strategy, and XI-2 , with conventional strategy at the grade tweleve of SMA Tamansiswa Medan. Therefore, XI-1 was an independent variable and XI-2 was a dependent variable.

Table 3.1

The Score of the Students' Ability at Control Class

No.	Student' Name	Reading Comperhension Scores			
		Score	Before Treatment	Score	After Treatment
1.	AM	4	**40**	**6**	**60**
2.	AM	**2**	**20**	**7**	**70**
3	AM	**3**	**30**	**5**	**50**
4.	AA	**2**	**20**	**5**	**50**
5.	AJ	**3**	**30**	**6**	**60**
6.	AA	**3**	**30**	**7**	**70**
7.	BI	**3**	**30**	**5**	**50**
8.	DS	**4**	**40**	**5**	**50**
9.	DF	**2**	**20**	**5**	**50**
10.	DFT	**2**	**20**	**6**	**60**
11	EK	**4**	**40**	**5**	**50**
12.	FM	**3**	**30**	**6**	**60**
13.	FAD	**4**	**40**	**7**	**70**
14.	FA	**4**	**40**	**5**	**50**
15.	FW	**3**	**30**	**6**	**60**
16.	GR	**2**	**20**	**6**	**60**
17.	HB	**3**	**30**	**6**	**60**
18.	HF	**4**	**40**	**7**	**70**
19.	H A.P	**3**	**30**	**6**	**60**
20.	IS	**2**	**20**	**7**	**70**
21.	IS	**3**	**30**	**5**	**50**
22.	J	**3**	**30**	**7**	**70**
23.	LDSM.	**3**	**30**	**6**	**60**
24.	MM	**4**	**40**	**6**	**60**
25.	MFA Nst.	**4**	**40**	**5**	**50**
26.	MP	**2**	**20**	**7**	**70**

No.		Point		Point	
27.	NEP	2	20	6	60
28.	NR	2	20	6	60
29.	PWS	3	30	7	70
30.	RSL.	4	40	6	60
	Total Namber	30		59,67	

Before the researcher used Conventional Teachniquin the pre-test, the students' mean score was 30. The students able was 0 % (0 students') and the number ofinablity students was 100 % (30 students). After the researcher Conventional Teachniquin the pre-test, the students' mean score was 59,67. The students' who wereable in reading comprehesionwere 30% (9 students) and the number of students'who were unable was 70% (21 students').Fromthe data obtained, it might conclude the students' ability of XI-1 was in reading by Conventional Teachnique.

Table 4.3.

The Score of the Students' at Experimental Class

No.	Student' name	Reading Comperhension Scores			
		Point	Before Treatment	Point	After Treatment
1	AD	4	40	8	80
2	AF	5	50	7	70
3	AR	5	50	7	70
4	AAL	4	40	6	60
5	AAT	6	60	7	70
6	AR	4	40	8	80
7	BP	4	40	6	60

8	BS	**4**	**40**	**7**	**70**
9	CPA	**4**	**40**	**8**	**80**
10	DSP	**5**	**50**	**7**	**70**
11	FA	**5**	**50**	**7**	**70**
12	FNA	**6**	**60**	**7**	**70**
13	HTP T.	**5**	**50**	**8**	**80**
14	HSP	**4**	**40**	**7**	**70**
15	JM	**5**	**50**	**6**	**60**
16	M. AFT.	**5**	**50**	**8**	**80**
17	M. A	**5**	**50**	**7**	**70**
18	M. I	**5**	**50**	**6**	**60**
19	M. I G	**6**	**60**	**7**	**70**
20	M. RS Nst.	**6**	**60**	**7**	**70**
21	MS	**5**	**50**	**8**	**80**
22	M. S	**5**	**50**	**6**	**60**
23	NE	**6**	**60**	**6**	**60**
24	L B	**5**	**50**	**7**	**70**
25	PG Fc.	**4**	**40**	**7**	**70**
26	RJ	**5**	**50**	**7**	**70**
27	RA	**6**	**60**	**7**	**70**
28	RRIS	**4**	**40**	**7**	**70**
29	S	**5**	**50**	**6**	**60**
30	SS	**6**	**60**	**8**	**80**
	Total namber	**49.33**		**70**	

Before the researcher used REDW strategy in the pre-test, the students'
mean score was 49,33. The students who were able in reading comprehension
were 20% (7 students') and the number of students who were unable was 80 % (
28 students). After the researcher used REDW strategy in the pre-test, the
students' mean score was 60. The students' ablility was 100% (30 students) and

the number of students' inability was 0% (0 students'). From the data obtained, it might conclude the students' ability of XI-1 was improved in reading by using REDW strategy.

2.   The Qualitative Data

The qualitative data was taken from the interviw sheet, observation sheet, and diary notes.

The observation sheet was used to show that most of the students were active and enthusiastic in reading by using REDW strategy. The questionnaire sheet was used to show their good response after teaching and giving media during teaching learning process. The last, diary notes were used to know the studentns' develoment in every meeting.

Based on the qualitative data taken during the pantomine actions, the researcher concluded that the students' enjoyed in studying read.

B.   The Data Analysis

1.   The Analysis Of The Qualitative

Two meetings were conducted in this research and one of them was for the pre-test. The reseacher gave multiple choice test in each meeting. In the first meeting the researcher gave the test, it was found that mean of the students was very low. After the reseacher knew the students' score, The REDW strategy was applied in teaching learning process.

The increase showed that by using REDW strategy, students were able to improve their read. The mean of the students' score in the last meeting was the highest of all meeting,so it could concluded that the students' achievement in reading was increased.

The improvement of the students' score in reading by using REDW strategy could be seen from the meanof the students' score during the reseacher, the researcher applied the following formula :

$$X = \frac{\sum \times}{N} X 100\%$$

Where :

X   = the mean of the students'

$\sum$X   = the total score

N   = the number students'

In the pre-test, the total score of students' in the control class was 900 and the number of the students' was 30, so the mean was :

$$X = \frac{900}{30}$$
$$= 30$$

At the end control class, the total score of students' in the control class was 1.810 and the number of the students'was 30, so the mean was :

$$X = \frac{1.810}{30}$$

$$= 59.57$$

In the pre-test, the total score of students' in the Experimental class was 1.480 and the number of the students' was 30, so the mean was :

$$X = \frac{1.480}{30}$$

$$= 49.33$$

At the end Experimental class, the total score of the students' 2.100 and number of the students was 30, so the mean was :

$$X = \frac{2.100}{30}$$

$$= 70$$

The result showed the improvement of the students' mean score from the pre-test to theexperimental group. It could be concluded that the Using REDW Strategy could improve the students' achivement in reading mastery.

2.   **The Analysis of Qualitative Data**

The qualitative data was collected from observation, questionnaire and diary notes were analyzed as follows ;

a. Observation Sheet

Based on the data collected in the observation sheet, it was inferred that the the good conduct and good management of the classroom by the teacher had been achieved. The teacher firstly made a short self-introduction to make a good solidarity among the participants of the teaching lerning process. Then the teacher had give motivation and encouragement to the students' to do their best in read clearly and systematically. The teacher then gave the material in a systematical and interesting.

b. Questionaire

The questionaire was done to the students' a d the teacher in the first meeting of indentification and in the last meeting of two class. In the first questionnaire to the students', they said they did not understand as they did not comprehend the clear and exact concept of the read. They ever heard was and taught the reading but they had not succeded to catch the point of it as the technique of the previous teaching of read was not suitable or misleading. In addition, they ever heard the REDW strategy but it was not appilied correctly that it did not bear a comperhension. They admitted it was a very interesting media but in fact they still cannot read it well. But it was not applied correctly that it did not bear a comprehension. They admitted it was a very interesting media but in fact they still could not read it well. But in the last questionnaire it could be seen that the students was satisfied because of the success of the media applied to read mastery.

The questionnaire result showed that the students' had good encouragement and motivation in mastering reading The Use of REDW strategy was good to be applied in reading mastery.

c.   Diary Notes

Diary notes were the personal note made by the teacher while conducting the teaching learning process. This was done to be analyzed, and in order to know all things that contained in the researcher's personal evaluation of the running class. This involved the students' attitude, response and behavior in the class. In the first till end the meeting students' had their good involvement and high fascination to the running class. They were so enthusiastic that they did the instruction exactly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Cunclusion

Based on the results of the analysis of the discussion some conclusions were obtained as follows ;

1. Research and data analysis, researchers can conclude the REDW strategy (read test disconnect) which has significantly increased students' understanding of reading. That is evident in increasing student reading scores.

2. The percentage achieved by students in the final exam is very good by using REDW strategy.

3. Students' have no difficulty in using REDW strategy in reading comprehension.

B. Suggention

From findings found of this reseacher some suggention are drawn below ;

1. The English teacher should use REDW strategy in teaching read, because by using this strategy they can be more enjoyable and easy to improve read.

2. The English teacher are suggested to use REWD strategy as the teaching to stimulate the students' learning read spirit in teaching read.

3. The English teachers should be more creative to use teaching strategy especially in teaching read.

4. The English teachers should use REWD strategy in teaching reading comprehension , because it can stimulate students' creative in read.

5. The teacher are suggested to use this media because this strategy is an interesting strategy. The students' will not be bored in studting in reading by using this strategy, it will be a way of the students' to increase their readig achievement.

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