THE EFFECT OF USING READ-EXAMINE-DECIDE-WRITE (REDW)STRATEGY ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By :

ANANDA MEGA AYU LORE
1302050274

FACULTY OF TEACHERS' TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2017

ABSTRACT

Ananda Mega Ayu Lore : 1302050274 : "The Effect of Using Read-Examine-Decide-Write (REDW) Strategy on the Students' Achievement in Reading Comprehension" Skripsi : English Education Program of Teacher's Training and Education, University of Muhammadiyah Sumatera Utara, Medan 2017.

The research deals with the effect of using Read-Examine-Decide-Write (REDW) strategy on the students' achievement in reading comprehension. The population of this research was the second years students of SMP Imelda Medan academic year 2016-2017 who consisted of 124 students. And the sample was taken 62 students. They were devided into two groups, 30 students for experimental group and 32 students for control group. The experimental group was taught by using REDW strategy, while the control group was applied by traditional method. The instrument in collecting data was collected by using multiple choice test about narrative text and analyzed the data from students' answer. After the data has been collected, they were analyzed by using t-test, t_o was higher than t_t (4.12 > 1,99) and the hypothesis was accepted. It means that the students who were taught by using REDW strategy was better than those who were taught by traditional method.

Keyword:*Read-Examine-Decide-Write (REDW) Strategy, Reading Comprehension*

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalamualaikum Warahmatullahi Wabarakatuh

First of all, the researcher would like to deliver her thanks to Allah SWT, the most almighty, who has given healthy and chance to me in finishing this study from the beginning up to the end. Blessing and peace be upon prophet Muhammad SAW who has brought human being from the darkness into the light era as we behold today.

In finishing this research entitled "The Effect of Using Read-Examine-Decide-Write (REDW) Strategy on the Students' Achievement in Reading Comprehension at SMP IMELDA MEDAN", there were so many obstacle faced by researcher and certainly without helps many people. Special thanks to my beloved best friends who have giving support and motivation to complete my study. Then, thanks to my lovely brother Muhammad Ridwan and Muhammad Faisal Aulia who always pray for my success. Thanks a lot for everything. Furthermore the research the researcher thanks for :

1. Dr. Agussani,M.AP as the Rector of University of Muhammadiyah Sumatera Utara.

2. Dr. Elfrianto Nasution,S.Pd,M.Pd, as the Dekan of FKIP UMSU who has given me recommendation to carry out this research.

3. Mandra Saragih,S.Pd,M.Hum, the Head of English Education Program of FKIP UMSU for their valuable encouragment administration.

4. Firman Ginting,S.Pd,M.Hum, as the Secretary of English Education Program of FKIP UMSU for their valuable encouragment administration.

5. Mandra Saragih,S.Pd,M.Hum, as my supervisors who have given me the guidance,ideas,suggestions and have spent their precious time in giving valuable,advice, and correction during the process of this study completion.

6. All lectures of FKIP UMSU who have given me more knowledge during in composing this activities.

7. Try Susetyo,SH, as the Head Master of SMP IMELDA MEDAN who have given me the permission in doing the research.

8. My beloved friends, Efrida Yanti Munthe,S.Pd, Sumiati Silalahi,S.Pd, Niki Rohdiana, Atika Sarah Siregar,S.Pd, Indah Arimbi Siregar,S.Pd who have supported and helped in anything. For all of my friends in Class B afternoon,Team PPL who have giving suggestion and help for this research.

9. My lovely boyfriend, Gururaj B.S who have given me spirit and support in completing my study, and also thanks for all who were not mentioned here, may Allah SWT bless us, Amin

<div style="text-align: center">

Medan,   September 2017

The Researcher

Ananda Mega Ayu Lore

</div>

TABLE OF CONTENT

LIST OF THE TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of four basic skills. It is very important in teaching and learning English. Reading can be taught as away to get some information, knowledge and understanding. While reading a book, peoples are not only read the text to get information but also to understand it. The fundamental goal of reading activity is to know the science concept and to know the language and to get meaning from a text.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. For students, reading is not only a role in a subject learned but it also plays a role in knowing the various kinds of advanced of science and technology can be known and understood before it can be applied.

Based on the researcher in PPL at SMP Imelda ,when learning narrative text, the students were difficult to find the main idea of paragraph. They were probably not be able to understand the text that they have read. It is caused many students read less especially in comprehending text, most of the students did not like and did not interest with English.

Those problems above can be decreased if the teacher can apply some strategy in teaching learning process, especially in teaching reading comprehension. One of the strategy is Read-Examine-Decide-Write (REDW). It is

one kind of strategy in teaching reading comprehension. And the researcher takes the tittle of the research **"The Effect of Using Read-Examine-Decide-Write (REDW) Strategy on the Students' Achievement in Reading Comprehension"**

B. The Identification of the Problem.

Based on those problems above, the researcher was identified as follows :

1. The students are difficult to find the main idea of paragraph.

2. The students are not able to understand the text that they have read.

C. The Scope and Limitation

Based on the the problemswere identified previously, the scope focused onreading skill and the subject is limited onnarrative text.

D. The Formulation of the Problem

Based on the identification of the problems, this study was formulated as follow :

1. Is there any significant effect of using REDW strategy on the students' achievement in reading comprehension?

E. The Objectives of the Study

Based on the formulation of the problem above, the objectives of the study were as follows :

1. To find out the significant effect of using REDW strategy on the students' achievement in reading comprehension

F. The Significant of the Study

These studies were expected to be useful as theoritically and practically, they are :

1. Theoriticaly

      To add knowledge, experience and insight, as well as in the application of material research by using REDW strategy in reading comprehension, especially in narrative text.

2. Practicaly

    a. The students, the result of this study can make students easier to understand the text by finding main idea of paragraph in learning process.

    b. The teachers, to give them more information how to apply REDW strategy

    c. Other researchers, this study is also useful as a reference to other researcher who gets the problem in learning narrative text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

A research may be based on existing theories of certain fields' science and need explanationabout the concepts that used in this research. In order to enable the reader avoid misinterpreting to concept of this study should be clarifying. The following description of the concept and terms were consider part of the theoritical framework that would be support the analysis of the data.

1. Reading

Reading is one of the most poorly developed our daily skills and yet a vital medium of communication. In our society, as knowledge rapidly accumulates and is commited to print, greater demands are continually being made on the ability of people to read.

Grabe and Stoller (2002:9) said that reading is the ability to draw meaning from the printed page in interpret this information appropriate. However this definition is inadequate to explain the definition of true nature of reading because in reading there are number of what's to engage.

Reading is a process which done and used by readers to get information, given by the writer through written words or language. By learning reading, someone is able to find information and comprehend th meaning of text.

According to Farrell (2009:20) states that reading is not passive, but it involves the reader in active interaction with the text. It means that reading is

activity where the readers have to interaction with the text. After reading, the reader wil be asked to understand the meaning of the text that they have read then the reader found the problem solving about everything they don't understand about the text.

In Addition, Harmer (2003:70) defines that reading is an incredible active occupation. It means that reading is not easy activities because in reading the reader needs concentration to interact with information, idea, opinion, message from the text to their background knowledge to get comprehension.

In other hand, As Jhonson (in Miculecky 2001:122) defined , "reading is more than as interactive between reader and a text more over in most cases, it merely make sense". It means that a good reader does not only look at every sentence or every phrase, lets alone every word or letter or functional mark but also predicts what the text tell about and compares what he knows before reading the text and the contain of the text.

In summary, reading is a process of the readers combining information from the text with their background knowledge to build meaning.

1.1 The Purpose of Reading

a. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability thought some from researchers see it as relatively independent cognitive proces. In reading to search, we typically scan the text for a specific piece of intonation of specific word. Reading to skim is common part of many reading tasks and useful

skill in its own right. It involves a combination of strategies for guessing where important information might be in the text.

b. Reading to skim quickly

Reading to skim is common part of many reading tasks and a useful skill its own rights. It involves, in essence, a combination strategies for guessing where important information might be in the text, and the using basic reading comprehension skill on thos segments of text until general ideas formed.

c. Reading to integrate the information, write and critique text

Reading to integrate information requires additional decissions about the relative importance of complementary, mutually supporting of conflicting information and the likely restructuring of a theoritical frame to accommodate information from multiple sources. Both reading to write and reading critique text may be tasks variants of reading integrate information.

d. Reading for general comprehension

It is the most basic purpose if reading, underlying and supporting most other purpose for reading.

Based on the purpose of the reading above, reading can enhance comprehension, to obtain knowledge, or receive the experience, insight or imagination of others. The purpose of reading is to get required and accuracy information in the text by thinking individually, discussing it in pair then trying to share the accuracy information which reader got to others. Reader does this process as efficient as possible.

1.2   Types of Reading

Brown (2004:125) states that, "the types of reading. In the case of reading, variety of performance is derived from more the multiplicity of types of the text than from the variety of overt types of performance". Never the less, several types of reading performance are typically identified as follows:

a. Perceptive

Perceptive reading task involved attending to the components of larger stretches of discourse : letters, words, punctuation and other graphemic, symbols. Bottom-up processing is applied.

b. Selective

In order to know one's reading cognition of lexical, grammatical, or discourse features of language within a vey short story, selective reading

c. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader mist, in psycholinguistics sense, interact with the text. That is reading is a process of negotiating meaning, the reader brings the text a set of schemata for understanding it and in take in the product of interaction.

d. Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

1.3   Indicators of Reading

Another important thing that should be exist in teaching reading comprehension is the teachers have to decide the indicators of reading comprehension. It has purpose to measure how far the students comprehend about a passage. Through the indicators, the teachers can assess whether the students have understood about the text or not. If the students can achieve all indicators, it means the students could understand the text well.

Basirun (2004:14-15) states some general indicators in reading comprehension process. Those are:

1. Finding main idea from particular paragraph from text provided.
2. Answering "WH" question about main idea from particular paragraph from text provided.
3. Answering some question through specific information from tect provided.
4. Completing sentence by using specific word from text.
5. Answering "WH" question by using particular information.
6. Finding synonym of particular word in the text.
7. Finding antonym of particular word in the text.
8. Finding meaning of particular word in the text.

1.4   Level of Reading

Level of comprehension refers to the degree in which a reader can be categorized as good as poor readers, proficiency or less proficiency readers.

Heilman, et al,. (1981) states there are three main level of comprehension literal, interpretive and critical comprehension.

a. Literal Comprehension

understanding the ideas and information explicitly stated in the passage.

Abilities:

a) Knowledge or words meanings.

b) Recall of details directly stated or paraphrased in own words.

c) Understanding of grammatical clues-subject, verb, pronouns, conjunctions, andso forth.

d) Recall of main idea explicity stated.

e) Knowledge of sequence of information presented in passage.

b. Interpretive Comprehension

Understanding of ideas and information not explicity stated in the passage.

Abilities:

a) Reason with information presented to understand the author's tone, purpose and attitude.

b) Infer factual information, main ideas, comparisons, cause-effect reletionships not explicitly stated in the passage.

c) Summarization of story content.

c. Critical Comprehension

Analyzing, evaluating, and personally reacting to information presented in a passage.

Abilities:

a) Personally reacting to information in a passage indicating it meaning to the reader.

b) Analyzing and evaluating the quality of written information in terms of some standards.

2. Text

Ronald Carter (2006:68) " text is a strecth of language either speech or in writing that is semantically and pragmatically coherent in its real world context. A text can range from just one word to a sequence of utterance or sentences in speech, letter, novel, ect.

Beside that, according to Pardiyono (2007:8) "text is defind as aterm of meaning reallisation shaped an information, message, or ideas in a series of sentence arranged rethorically in an exact genre grammatically". In other hand, a written text basically is a meaning delivery in a series of sentences not only about kinds of sentence : simple, compound, complex, compound complex, so the information, the message or idea can be poured exactly and effectivelly. Sentence is a series of word arranged to express a complete throught of one or more clause. Clause is a group of words that a least contains a subject and a verb as the predicate.

2.1   Genre of Text

According to Knap and Watkins (2005:28) Genre theory as it has been developed in literacy education is an organizing concept for cultural practices. In an genre is place occasion, function, behaviour, and intraction structures. Genres

are classified according to their social purpose to identified according to the stages they move through to attain their purpose. There are many kinds of genre namely :

a. Spoof Text

b. Narrative Text

c. Report Text

d. Analytical Exposition

e. News Item

f. Anecdote

g. Procedure

h. Description

i. Hortatory Exposition

2.2 Narrative Text

According to Knap and Watkins (2005:28) Narrative is to amuse, entertain and to deal with actual and vicarious exierience in different ways, it deals with problematic events which lead a crisis of turning points of some kind, which in turn finds a resolution.

The classification based on analysis of three main elemens of a text namely :

a. **The purpose of narrative text** : to entertain or amuse readers or listeners about the story, or deal with actual and vicarious experiences in different ways.

b. **The generic structure of narrative text** :

Orientation : introducing the participants and informing the time and the place.

Complication : describing the rising crises which the participants have to do with.

Resolution : showing the way of participant to solve the crises, better or worse or solution to the problems.

c. **Lexicogrammar features of narrative text :** Focus and specific and individual participants use material process, relational process, material process, verbal process, and mental process. Use past tense, use temporal conjunction and time connective.

3. **Paragraph**

A paragraph is a group of sentences that develops one main idea. Paragraph may be as one sentence or certain several dozen sentences. Carrol (2001:32) stated that : paragraph are either intended or set off by extra space above and below.

There are ways looking at paragraph. One way is to see the paragraph as a division of longer piece of writing. Another is to think of the paragraph as a group of logically related to the sentences,compose of unity parts, based on single idea. A third ways is to view the paragraph as a kind of extended sentence of sentences.

Wren and Martin (1985:523) add that a paragraph is a number of sentences grouped together and relating to one topic or develop one single point in writing paragraph. We should consider the topic sentence that should be narrowed down to a particular one as much as possible.

A paragraph is a group of closely related sentences that developed a central idea. A pargraph conventionally begins on a new line, which is sometimes indented. The paragraph has been variously defined a subdivision in a longer written passage,"a" group of sentences (or sometimes just one sentence) about a specific topic," and a grammatical unit typically consisting of multiple sentences that together express a complete thought.

a. Topic Sentence

The topic sentence of paragraph is usually introduced in a sentence. The topic sentence can do more than introduce the subject of the paragraph. In control the topic sentence, it needs to have the controlling idea. To illutrate the topic sentence, the topic sentence should be identify the topic and the control idea about the topic. A topic sentence has a particular function to introduces the topic and the controlling idea. So, the topic sentence should be recognized based on it place. Generally because the topic sentence should introduce, so it is usually can find near the beginning of the paragraph. However, it is depending on what kind of paragraph is about, the topic sentence may be placed near the middle of oreven at the end of paragraph. Sometimes, neither the topic or controlling idea is exxplain stated in one sentece. That is they are clearly suggested in the development of the paragraph.

b. Topic Paragraph

A paragraph develop one topic. A topic basically the subject of the paragraph.is what the paragraph is about. Although you are assigned topics to write about, the topic often too general to be developed adequately in one

paragraph. After all, for most practical purposes your paragraphwill range in length from about seven to fifteen sentences. Therefore, it needs to restrict the topic. In other words, your topic shoul be specific and narrowed down, in oder not to be to general.

c. Controlling idea

A good topic sentence states an idea or an attitude about the topic as well. This idea or attitude about the topic is called the controlling idea. The controlling idea will control what this sentences in the paragraph will discuss. All sentences in the paragraph should be relate and develop the controlling idea. As indicated, a topic sentence introduce the topic and controlling idea about the topic. However, it is not enough to merely to have a topic and controlling idea. The controlling idea should be clear and focussed on a particular aspect.

d. Supporting sentences

Most often, the writer usually use factual detail to supports a paragraph. A support is used to the opinion or attitude expressed in a topic sentence. It serves to back up, clarify, illustrate, explain or prove the point that made in the topic sentence. Such detail may be facts from resource material. Basically, supports come from the information that used to arrive at the view which have expressed in the topic sentence.

e. Conclussion sentence

As mentioned earlier, each sentence in a paragraph should relate to the topic and develop the controlling idea. Conclussion sentence is a sentence that

concludes or summaries the main idea of the paragraph, it should be stated in the end of paragraph.

4. Read-Examine-Decide-Write (REDW) Strategy.

In teaching and learning process, there are several strategies that can be applied in the classroom. It is caused the teacher needs strategy that requires to deliver the knowledge, because strategy is one of important elements in teaching process. One of those strategies is Read-Examine-Decide-Write (REDW) .

Gupta(2008, p. 80) stated that REDW is a good strategy to use in finding the main ideas in paragraphs of reading assignment.

Using this strategy will help the students comprehend the information contained in this assignment. It forces the students to interact with the text. It provides students opportunity to be active in the class, students are motivated to improve their ideas or opinion through asking some questions and answering to find out main ideas that a paragraph points out in a reading task. So Read-Examine-Decide-Write (REDW) strategy is a reading strategy that is used especially to find out the main idea in the text by following the steps that are provided.

In addition, 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. The purpose of this strategy is to provide students' opportunity to be active in class. This method also helped improve the students' interest and motivation to read.

4.1   The Procedure of Read-Examine-Decide-Write (REDW) Strategy

The steps of REDW strategy are able to lead the student to do the process of reading comprehension. According to Gupta (2008) that the steps are as follow:

a. **READ** (The individual should read the paragraph or passage).

Read the paragraph to get an idea of what the paragraph is about. You may find it helpful to whisper the words as you read or to form a picture in your mind of what you are reading. Once you have a general idea of what the paragraph is about.

b. **Examine** (The individual should examine each sentence in the paragraph or passage and write down a few words that explain the main idea of each sentence).

It means, we should examine each sentence in the paragraph to identify the important words that tell what the sentence is about. For each sentence, write on a sheet of paper the words that tell what the sentence is about.

c. **Decide** (The individual should decide which words best explain the main idea of the paragraph).

Reread the words you wrote for each sentence in the paragraph. 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.

d. **Write**(The individual should write down the main idea of the paragraph).

Write the main idea for each paragraph in your notebook. This will provide you with a written record of the most important ideas you learned. This written record will be helpful if you have to take a test that covers the reading assigment.

Practicing the steps of REDW strategy really helped the students to find the main idea of paragraph in easily and comprehend the information contained in their assignment. It can facilitated the students to share their information and understanding of the reading text. So, they could find the right information and comprehend the writer's meaning better. They could discover the right meaning of the text. It is like what it should be in reading comprehension. Anderson and Pearson in Alexander (1993, p. 160) state successful comprehension involves the reader who can discover the meaning.

REDW strategy helped the students to find a particular piece of information, solve a problem through reading, work to understand an idea or follow a set of direction. REDW strategy facilitated them to fomulate their reading comprehension processes maximally. It proved Strichart (2009, p. 80) statement that this strategy could be used to assess deep understanding of students through questioning and also analyze the problem to get the main idea about the problem.

5. **Traditional Method**

The traditional method (old concept) emhazies the importance of mastering the esson material. Traditional language teaching is based on a traditional approach to the target language, which regards the language as a body

of grammatical rules and an enormous number of words that are combined according to the rules. Traditional method thus focuses on grammatical structures and isolated items of vocabulary. Uwameiye (2008) state that conventional method is a traditional method of teaching where the teachers transmits information (subject matter content) verbally to his/her students, sometimes writing on the blackboard of using instructional materials. The students listen and take notes of facts and ideas that are considered important and also sometimes asking the teacher question for clarification.

From the passage above, it can be conclude that conventional or traditional method is teaching technique in which the teacher become the controller or the teacher centered approach and the students just respond what the teacher ask and they study in silent way.

5.1   Advantages of Traditional Method

As Chuda (2008) states the very last thing the teacher does durng the lesson is that "he sums up the topic and sets assignment for the next lesson". We can see that the students always know what follows. First, the previous lesson's subject matter is revised either collectively or by one student, who is examined, or possibly in a test that all the students take. The second, component is the new subject matter : The teacher's explanation of it, followed by exercise, mostly translations as practice. The last component is revision and the assignment homewok.

So in the traditional method, the student just listen the explanation of the teacher about the subject. When the teachers explain about the subject, the

teachers using national language, so the students not using their language like mother tongue language is not use. It means that the students can know of the using of national languages.

5.2   Disadvantage of Traditional Method

Traditional methodology, however, also appears to have some disadvantages. According to Tyler (2008), there is not enough attention paid to teaching the basic skills, reading and writing, speaking and listening. As mentioned above, "reading" in a foreign language seems to have more to do with deciphering than with reading in one's mother tongue. The students tries to understand every single words and its grammatical form, because he believes it is essential for understanding the text.

So the weekness in traditional method, the learning process is not interactive because the students just listen the explanation of the teachers. The students should pay more attention if they want to understand about the subject. It means the students not more active in learning process.

Based on explanation above, it can be conclude that the traditional method generally is the learning center teachers, and placing students as objects in the study,. So here the teachers act as versatile and as a learning resources. Traditional system has acharacteristic that the learning management is determined by the teacher. The role of the students only perfome activities in accordance with the instructions of teachers. The traditional method is more focused effort or spend the subject matter. Teachers tend to deliver any material, problems understanding or the reception quality of the material the students get less attention seriously.

The lecture method is the traditional method, because it has always ben used as a mean of verbal communication betwwn teachers and students in the learning process. And like the other method in teaching learning, the traditional method has the advantages and disadvantages in teaching process.

B. Conceptual Framework

As in the theoretical framework, reading is one of the important skills which have to be learned by the students in order to master English well. Reading is very important because through reading, the students will get more information around the worls such as education, economics, politics, social, science and etc. Then, the students can add their knowledge such as the students are able to find the topic of the text and the students also identify supporting details of that text. Also, the students can share information to their friends from what they read. Besides that, by reading the students can increase their vocabulary and grammar.

In teaching reading, Read-Examine-Decide-Write(REDW) strategy is good strategy to use finding the main ideas in paragraph of reading assignment and it's able strategy to make a good progress and it can increase the students' achievement in reading comprehension because REDW strategy can helps the students comprehend the information contained in their assignment and also help to improve the students' interest, motivation in read and to be more active enganged readers when they are studying English, especially in reading comprehension.

C. The Hypothesis

Based on the conceptual framework, the research hypothesis can be formulated as follows :

Ha   : there is a significant effect of Using Read-Examine-Decide-Write (REDW) Strategy on the Students' Achievement in Reading Comprehension.

Ho   : there is not a significant effect of UsingRead-Examine-Decide-Write (REDW) Strategy on the Students' Achievement in Reading Comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP Imelda Medan which locates on Jalan Bilal Ujung, No. 24,52, Pulo Brayan Darat I, Kecamatan Medan Timur. The research is conducted during the academic year 2016/2017. The reason for choosing this school because the researcher found that the students had some problems and the students' ability of finding the main idea and understanding the narrative text were still low.

B. Population and Sample

1. Population

The population of this research was taken from the VIII grade students of SMP Imelda Medan in academic years 2016/2017, which consist of four classes : VIII-A consist of 30 students, VIII-B consist of 30students, VIII-C consist of 32 students,VIII-D consist of 32 students . So the total of the population of this research is 124 students. The population can be seen in table 3.1.

Table 3.1
Population of Research

No.	Class	Population
1.	VIII-A	30
2.	VIII-B	30
3.	VIII-C	32
4.	VIII-D	32
Total		124

2. Sample

The sample in this research are VIII-B which consist of 30 students and VIII-D which consist of 32 students which were taken by Cluster Random Sampling Technique by cards. After the researcher mixed these cards for a moment, two cards are taken randomly as the sample of the research and first choosen is VIII-B as Experimental Group and the second choosenis VIII-D as Control Group. The sample can be seen in table 3.2.

Table 3.2
Sample of Research

No.	Class	Sample
1.	VIII-A	-
2.	VIII-B	30
3.	VIII-C	-
4.	VIII-D	32
Total		62

C. Research Design

This research was conducted by using an experimental quantitative research which consist of pre-test and post-test in order to know the effect of using REDW strategy on the students's achievement in reading narrative text. In conducting the experimental research, the sample will be divided into two groups, there are experimental and contol group. The experimental group will be taught by using REDW strategy whereas the control group will be taught by usingTraditional Method. The design of this research can be seen from the following table 3.3.

Table 3.3
Research Designs

No	Group	Pre-test	Treatment	Post-test
1	Experimental group (X) VIII-B	✓	By using REDW strategy	✓
2	Control group (Y) VIII-D	✓	By Traditional method	✓

In this research,there are three procedures will be used to collect the data. They are pre-test, treatment, and post-test that will be given to the experimental group and control group.

1. Pre-Test

The pre-test was conducted tofind out the students' achievement in narrative text before having the treatment. The students will be given essay test about narrative text.The pre-test will be given to the experimental group and control group and their works are scored. The result of the pre-test will be considered as the preliminary data.

2. Treatment

A treatment was given to the students. The experimental group will be taught by using REDW strategy, while the control group will be taught by using traditional method. The procedure in learning process can be seen in table 3.4 and table 3.5.

Table 3.4
Procedure of Treatment in Experimental Group by Using REDW strategy

Teacher's activities	Student's activities
1. Teacher greets the students to open the class.	1. Students responds the teacher.
2. Teacher gives the pre-test.	2. Students do the test
3. Teacher collects the answer sheets of students.	3. Students respond the teacher.
4. Teacher makes correction the answer sheets of students.	4. Students sit in pair group
5. Teacher calculates score.	5. Students read paragraphs of narrative text.
6. Teacher gives material of narrative text.	6. Students examines each sentence in the paragraph to identify important words (key words) that tell what the sentence is about and then write on a sheet of paper
7. Teacher devides the students in pair group.	
8. Teacher asks the students to read the paragraphs.	
9. Teacher asks the students to examine each sentence in the paragraph to identify important words (key words) and to write it	7. Students reread the sentences have written in the paragraph and then decide it which one that the best describe the main idea.
10. Teacher asks the students to decide which sentence contains the words have written that describe the main idea of the paragraph	8. Students write the main idea of paragraphin notebook.
	9. Students and teacher were made conclussion.
11. Teacher asks the students to write the main idea of	10. Students listen to

paragraph.	direction.
12. Teacher and students make conclussion about narrative text.	11. Students answers the post-test.
13. Teacher gives direction related to the post-test .	
14. Teacher gives post-test.	
15. Teacher collects the answer sheets of students.	
16. Teacher makes correction the answer sheets of students.	
17. Teacher calculates the score.	

Table 3.5
Procedure of Treatment in Control Group by Traditional method

Teacher's activities	Student's activities
1. Teacher greets the students to open the class.	1. Students responds the teacher.
2. Teacher gives the pre-test.	2. Students do the test
3. Teacher collects the answer sheets of students.	3. Students respond the teacher.
4. Teacher makes correction the answer sheets of students.	1. Students sit in several group.
	2. Students read the text
5. Teacher calculates the score.	3. Students responds the teacher.
6. Teacher gives material of narrative text	4. Students and teacher make conclussion about

7. Teacher asks the students to place themselves in the role of a teacher. 8. Teacher gives the text to the students 9. Teacher make test questions to find out the main idea of paragraph. 10. Teacher and students make conclussion about narrative text. 11. Teacher gives direction related to the post-test . 12. Teacher gives post-test. 13. Teacher collects the answer sheets of students. 14. Teacher makes correction the answer sheets of students. 15. Teacher calculates the score.	narrartive text. 5. Students listens to direction. 6. Students answers the post-test.

3. Post-Test

After conducting the treatment, a post-test was given to the students. The post-test items are same as the pre-test items. The post-test functions to know whether the treatments give the effect or not on the students achievement in reading narrative text. It is administrated to experimental group and control group. The administrating of the post-test is meant to find the differences scores of both

experimental and control groups by using REDW Strategy and Traditional Method.

D. Instrument of the Research

The instrument of this research was collected by using multiple choice test. In the test, the students reads narrative text and answers the questions based on the text. The material of the test will be taken from English Book for Junior High School grade VIII, Get Smart With English". The test consist of 20items. Each correct answer will be given 5 scores. And each incorrect answer will be given zero.So, the highest scores are one hundred.

The Technique for Collecting Data

In collecting the data, some steps was applied as follows :

1. Giving pre-test to both of group.

2. Giving treatment to both group

3. Giving post-test to both of group.

4. Collecting the students' answer sheets.

5. Correction the students' answer sheets.

E. Technique for Data Analysis

After collecting the data from the post test, the data was analyzed by using the following procedure :

1. Reading the students' answer sheet.

2. Identifying the students' answer sheet.

3. Scoring the students' answer.

4. Listing their scores in two scores tables; first for experimental group scores as X variable and second for control group scores as Y variable.

5. Calculating the mean of the students' score by using formula:

$$M_1 = \frac{\Sigma X}{N_1} \text{ for variable X}$$

$$M_2 = \frac{\Sigma Y}{N_2} \text{ for variable Y}$$

6. Measuring Standard Deviation of variable X and variable Y by using the following formula:

$$SD_1 = \sqrt{\frac{\Sigma X^2}{N_1}} \text{for variable X}$$

$$SD_2 = \sqrt{\frac{\Sigma Y^2}{N_2}} \text{for variable Y}$$

7. Finding out a standard error of mean of both variable by using the following formula:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_{1-1}}} \text{for variable X}$$

$$SE_{M2} = \frac{SD_2}{\sqrt{N_{2-1}}} \text{for variable Y}$$

8. Finding out the Standard Error differential between M_x and M_y using the formula:

$$SE_{M1\text{-}M2} = \sqrt{SE_{M_1^2} + SE_{M_2^2}}$$

9. Testing the hypothesis by applying T-test:

$$T_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Note:

SD_x	: Standard Deviation of experimental group.
SD_y	: Standard Deviation of control group.
X^2	: Total score of $(X_2 - X_1)^2$.
Y^2	: Total score of $(Y_2 - Y_1)^2$
N_1	: Total sample of experimental group.
N_2	: Total sample of control group.
SE_{M1}	: Standard Error of Mean in experimental group.
SE_{M2}	: Standard Error of Mean in control group.
SE_{M1-M2}	: Standard Error differential between M_x and M_y.
t_o	: Test observation.

G. Statistical Hypothesis

In this research,statistical hypothesis used to describe whether the hypothesis accepts and rejects. The statistical hypothes wasformulated as follow :

Ha : There is a significant effect of using REDW strategy on the students' achievement in reading comprehension (the hypothesis is accepted)

Ho : There is not significant effect of using REDW strategy on the students' achievement in reading comprehension (the hypothesis is rejected).

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data was collected by giving the students a test that consisted of 20 items. The correct answer was given 5 score and incorrect answer was given 0 . In this research, the sample was devided in two groups, the experimental and control group. Each group was given pre-test and post test. The data of this research is initial of students(sample) and students' score in pre-test and post-test of two groups can be seen in table 4.1 that was the result of the pre-test and post-test in experimental group and table of 4.2 that was the result of the pre-test and post-test in control group.

Table 4.1
The Scores of Pre-Test in Experimental Group

No	Students' Initial	MI	WHMI	WHPI	CS	AQ	FS	FA	FM	TOTAL
1	AA	1	2	6	2	1	2	1	1	80
2	ANI	1	2	5	2	1	2	1	1	75
3	BSS	-	1	4	2	1	2	1	1	60
4	DDP	-	1	3	2	1	1	1	-	45
5	DSH	1	1	2	2	1	1	1	-	45
6	DN	1	2	3	1	1	1	1	-	55
7	DZA	1	1	3	2	1	1	1	1	55
8	FP	-	1	5	2	1	2	1	1	65
9	FDAH	-	1	6	1	1	2	1	1	65
10	FA	2	1	6	2	1	2	1	1	80
11	GGJJN	1	2	3	1	1	2	1	1	60
12	HYH	-	1	4	2	1	2	1	1	60
13	HJG	-	1	5	2	1	2	1	1	65
14	JP	-	1	3	2	1	2	1	1	55
15	KA	-	1	2	2	1	1	1	1	45
16	KP	1	1	3	2	1	2	1	1	60

17	KAT	1	2	3	2	1	1	1	1	60
18	LH	-	2	4	1	1	2	1	1	60
19	MF	-	1	3	1	1	2	1	1	50
20	MPA	1	2	4	1	1	2	1	1	65
21	MTC	-	1	4	1	1	1	1	1	50
22	MHP	2	2	5	2	1	2	1	1	80
23	MDB	1	2	3	2	1	1	1	1	60
24	NS	2	3	5	2	1	2	1	1	90
25	NT	1	2	3	1	1	2	1	1	60
26	NR	-	2	3	1	1	2	1	1	55
27	NS	-	1	4	1	1	1	1	1	50
28	NA	1	1	5	2	1	2	1	1	70
29	OD	1	1	2	2	1	2	1	-	70
30	RS	1	1	2	1	1	2	1	1	60
Total Score		20	42	113	49	30	51	30	26	1850

The data from 4.1 showed that the questions in indicator of number one about finding main idea of paragraph was difficult for the students . because the students cannot answer it very well.

Table 4.2
The Scores of Post-Test in Experimental Group

No	Students' Initial	MI	WHMI	WHPI	CS	AQ	FS	FA	FM	TOTAL
1	AA	4	3	5	2	1	2	1	1	95
2	ANI	3	3	6	2	1	2	1	1	95
3	BSS	2	2	5	2	1	2	1	1	80
4	DDP	4	1	3	2	1	2	1	1	75
5	DSH	4	2	4	2	1	-	1	-	70
6	DN	3	3	5	1	1	2	1	1	85
7	DZA	3	2	4	2	1	2	1	1	80
8	FP	3	3	6	2	1	1	1	1	90
9	FDAH	4	3	6	2	1	2	1	1	90
10	FA	4	2	6	2	1	2	1	1	95
11	GGJJN	4	3	5	1	1	1	1	1	85
12	HYH	3	2	4	2	1	2	1	1	80
13	HJG	3	3	5	1	1	2	1	1	85

14	JP	4	2	6	1	1	1	-	1	80
15	KA	2	2	4	2	1	2	1	1	75
16	KP	3	3	5	1	1	2	1	1	85
17	KAT	4	3	5	1	1	2	1	-	85
18	LH	4	3	5	1	1	2	1	-	85
19	MF	4	2	3	2	1	1	1	1	75
20	MPA	4	3	4	2	1	2	1	1	90
21	MTC	3	2	4	2	1	2	1	1	80
22	MHP	4	3	5	2	1	2	1	1	95
23	MDB	2	3	6	1	1	2	1	1	85
24	NS	4	3	5	2	1	2	1	1	95
25	NT	2	3	5	2	1	2	1	1	85
26	NR	3	2	4	2	1	2	1	1	80
27	NS	3	3	5	1	1	2	1	1	85
28	NA	4	3	4	2	1	2	1	1	90
29	OD	4	3	4	2	1	2	1	1	90
30	RS	3	3	5	1	1	2	1	1	85
Total Score		101	78	143	50	30	54	29	27	2550

The data from the table 4.2 showed the researcher that there has been significant increased on the experimental group. after giving the treatment the total of indicator number one has been increased became 101.

Table 4.3
The Scores of Pre-Test in Control Group

No	Students' Initial	MI	WHMI	WHPI	CS	AQ	FS	FA	FM	TOTAL
1	AK	-	-	2	2	1	1	1	1	40
2	AA	-	-	3	1	1	2	1	-	40
3	AM	-	1	4	2	1	2	1	1	60
4	AP	-	1	4	2	1	2	1	1	60
5	CA	-	1	4	1	1	2	1	-	50
6	DR	-	1	4	1	1	2	1	-	50
7	DR	-	1	5	2	1	2	2	1	70
8	DVR	-	1	2	1	1	1	1	1	40
9	DAP	-	1	4	2	1	2	1	1	60
10	JA	2	1	3	2	1	1	1	1	60

		MI	WHMI	WHPI	CS	AQ	FS	FA	FM	
11	KL	1	1	3	2	1	1	1	1	55
12	LC	-	-	4	1	2	2	1	1	50
13	MFD	-	1	2	1	1	1	1	1	40
14	MAW	-	1	2	2	1	1	1	1	45
15	MR	-	2	4	2	-	2	1	1	60
16	MIK	1	2	3	2	1	1	1	1	60
17	MR	-	1	2	1	1	2	1	1	45
18	MFS	1	-	3	2	1	1	-	-	40
19	MF	1	1	3	1	2	2	1	1	60
20	NS	-	1	4	2	1	1	1	-	50
21	RS	-	1	4	2	1	1	1	-	50
22	RS	-	1	3	2	1	2	1	1	55
23	R	-	1	3	2	2	2	1	1	60
24	RH	1	1	3	1	2	1	1	1	55
25	RF	2	1	3	1	2	1	1	1	60
26	SL	-	1	2	2	1	2	1	1	50
27	TR	-	1	3	2	1	1	1	-	45
28	TAP	-	1	4	2	1	1	1	-	50
29	YR	-	1	2	2	1	1	1	1	45
30	WS	-	1	2	2	1	1	1	1	45
31	RZ	1	1	2	2	1	1	1	1	50
32	HG	-	1	2	2	1	2	1	-	45
Total Score		10	30	98	54	36	47	32	23	2550

The data from 4.3showed that the questions in indicator of number one about finding main idea of paragraph was difficult for the students . because many students cannot answer that questions.

Table 4.4
The Scores of Post-Test in Control Group

No	Students' Initial	MI	WHMI	WHPI	CS	AQ	FS	FA	FM	TOTAL
1	AK	1	2	4	1	1	1	1	1	65
2	AA	1	2	4	1	1	1	1	1	65
3	AM	1	2	5	2	1	1	1	1	75
4	AP	1	1	5	2	1	2	1	1	70

5	CA	2	2	3	2	1	1	1	1	65
6	DR	1	2	4	2	1	2	1	1	70
7	DR	2	2	5	2	1	2	1	1	80
8	DVR	2	2	3	1	1	2	1	1	65
9	DAP	3	2	4	2	1	2	1	1	80
10	JA	2	2	5	1	1	2	1	1	75
11	KL	2	2	5	1	1	2	1	1	75
12	LC	2	2	3	1	1	2	1	1	65
13	MFD	2	2	3	2	1	2	1	-	65
14	MAW	2	2	3	2	1	1	1	1	65
15	MR	2	2	4	2	1	2	1	1	75
16	MIK	3	2	4	2	1	2	1	1	80
17	MR	1	2	4	2	1	2	1	1	70
18	MFS	2	2	3	1	1	2	1	1	65
19	MF	2	2	5	2	1	1	1	1	75
20	NS	1	2	4	2	1	2	1	1	70
21	RS	1	2	4	2	1	2	1	1	70
22	RS	2	2	6	2	1	1	1	1	80
23	R	1	2	3	2	1	2	1	1	70
24	RH	2	2	3	1	1	2	1	1	65
25	RF	1	2	4	2	1	1	2	1	70
26	SL	2	2	3	1	1	2	1	1	65
27	TR	2	2	3	1	1	2	1	1	65
28	TAP	1	1	6	2	1	1	1	1	70
29	YR	2	2	3	1	-	1	1	1	65
30	WS	2	2	3	2	1	1	1	1	65
31	RZ	3	2	5	2	-	2	1	-	75
32	HG	2	2	4	1	1	1	1	1	65
Total Score		56	62	128	52	30	52	33	30	2240

The data from the table 4.4 showed the researcher that there has been increased in the post test . after giving the treatment the total of indicator number one has been increased became 56.

Table 4.5
The Scores of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score	
		Pre-Test	Post-Test
1	AA	80	95
2	ANI	75	95
3	BSS	60	80
4	DDP	45	75
5	DSH	45	70
6	DN	55	85
7	DZA	55	80
8	FP	65	90
9	FDAH	65	90
10	FA	80	95
11	GGJJN	60	85
12	HYH	60	80
13	HJG	65	85
14	JP	55	80
15	KA	45	75
16	KP	60	85
17	KAT	60	85
18	LH	60	85
19	MF	50	75
20	MPA	65	90
21	MTC	50	80
22	MHP	80	95
23	MDB	60	85
24	NS	90	95
25	NT	60	85
26	NR	55	80

No	Students' Initial	Score	
		Pre-Test	Post-Test
27	NS	50	85
28	NA	70	90
29	OD	70	90
30	RS	60	85
Total Score		1850	2550
Mean		61.66	85

Based on the table 4.5 showed that the mean of pre-test in the experimental class was 61.66 and the mean of post-test was 85 . The lower score of pre-test was 45 and the highest score 95.

Table 4.6
The Scores of Pre-Test and Post-Test in Control Group

No	Students' Initial	Score	
		Pre-Test	Post-Test
1	AK	40	65
2	AA	40	65
3	AM	60	75
4	AP	60	70
5	CA	50	65
6	DR	50	70
7	DR	70	80
8	DVR	40	65
9	DAP	60	80
10	JA	60	75
11	KL	55	75
12	LC	50	65
13	MFD	40	65
14	MAW	45	65
15	MR	60	75

16	MIK	60	80
17	MR	45	70
18	MFS	40	65
19	MF	60	75
20	NS	50	70
21	RS	50	70
22	RS	55	80
23	R	60	70
24	RH	55	65
25	RF	60	70
26	SL	50	65
27	TR	45	65
28	TAP	50	70
29	YR	45	65
30	WS	45	65
31	RZ	50	75
32	HG	45	65
Total Score		1645	2240
Mean		51.40	70

Based on the table 4.6 showed that the mean of pre-test in the control class was 51.40 and the mean of post-test was 70. The lower score of pre-test was 40 and the highest score 85. After getting the students' score in pre-test and post- test of both classes, it can be concluded that all the students got the score of *Kriteria Ketuntasan Minimal* (KKM).

B. Data Analysis

From the result of the test in the table 4.3 and 4.4 the data was collected to find out whether the effect ofusing Read-Examine-Decide-Write (REDW)strategy

on the students' achievement in reading comprehension. The collected the data were analysed by using t-test. From the result of the test in experimental group the highest score of the post-test was 95, and the test in control group the highest score of the post test was 85.

Table 4.7
The Differences Scores of the Pre-Test and Post-Test in Experimental Group

No	Students' initial	Score		X_2-X_1
		Pre-Test (X_1)	Post-Test (X_2)	(X)
1	AA	80	95	15
2	ANI	75	95	20
3	BSS	60	80	20
4	DDP	45	75	30
5	DSH	45	70	25
6	DN	55	85	30
7	DZA	55	80	25
8	FP	65	90	25
9	FDAH	65	90	25
10	FA	80	95	15
11	GGJJN	60	85	25
12	HYH	60	80	20
13	HJG	65	85	20
14	JP	55	80	25
15	KA	45	75	30
16	KP	60	85	25
17	KAT	60	85	25
18	LH	60	85	25
19	MF	50	75	25

No	Students' Initial	Pre-Test	Post-Test	Y₂-Y₁
20	MPA	65	90	35
21	MTC	50	80	30
22	MHP	80	95	15
23	MDB	60	85	25
24	NS	90	95	5
25	NT	60	85	25
26	NR	55	80	25
27	NS	50	85	35
28	NA	70	90	20
29	OD	70	90	20
30	RS	60	85	25
	Total	1850	2550	710
	Mean	61.66	85	23.66

Based on the table 4.7 above the mean score of Experimental group were calculated as the follows:

$$Mx = \frac{\sum x}{n} = \frac{710}{30} = 23.66$$

Which:

Mx ꞉ The mean score of experimental group

$\sum x$: The scores of $x_2 - x_1$

n : The sample of experimental group

Table 4.8
The Differences Scores of the Pre-Test and Post-Test in Control Group

No	Students' Initial	Score		Y₂-Y₁ (Y)
		Pre-Test (Y₁)	Post-Test (Y₂)	

1	AK	40	65	25
2	AA	40	65	25
3	AM	60	75	15
4	AP	60	70	10
5	CA	50	65	15
6	DR	50	70	20
7	DR	70	80	10
8	DVR	40	65	25
9	DAP	60	80	20
10	JA	60	75	15
11	KL	55	75	20
12	LC	50	65	15
13	MFD	40	65	25
14	MAW	45	65	20
15	MR	60	75	15
16	MIK	60	80	20
17	MR	45	70	25
18	MFS	40	65	25
19	MF	60	75	15
20	NS	50	70	20
21	RS	50	70	20
22	RS	55	80	25
23	R	60	70	10
24	RH	55	65	10
25	RF	60	70	10
26	SL	50	65	15
27	TR	45	65	20
28	TAP	50	70	20
29	YR	45	65	20
30	WS	45	65	20

31	RZ	50	75	25
32	HG	45	65	20
	Total	1645	2240	595
	Mean	51.40	70	18.59

Based on the table 4.8 above the mean score of Control group were

calculated as the follows:

$$My = \frac{\sum y}{n} = \frac{595}{32} = 18.59$$

Which:

My : The mean score of control group

$\sum y$: The scores of $y_2 - y_1$

n : The sample of control group

Based on the mean score of both sample groups, the following tables were

the tables for calculating the correlation score in both groups.

Table 4.9
The Calculation of Mean and Standard Derivation Score of Experimental
Group

No	Students' Initial	X_2-X_1 (X)	Dx (X-Mx)	dx^2
1	AA	15	-8.66	74.99
2	ANI	20	-3.66	13.39
3	BSS	20	-3.66	13.39
4	DDP	30	6.34	40.19
5	DSH	25	1.34	1.79
6	DN	30	6.34	40.19
7	DZA	25	1.34	1.79

8	FP	25	1.34	1.79
9	FDAH	25	1.34	1.79
10	FA	15	-8.66	74.99
11	GGJJN	25	1.34	1.79
12	HYH	20	-3.66	13.39
13	HJG	20	-3.66	13.39
14	JP	25	1.34	1.79
15	KA	30	6.34	40.19
16	KP	25	1.34	1.79
17	KAT	25	1.34	1.79
18	LH	25	1.34	1.79
19	MF	25	1.34	1.79
20	MPA	35	11.34	128.59
21	MTC	30	6.34	40.19
22	MHP	15	-8.66	74.99
23	MDB	25	1.34	1.79
24	NS	5	-18.66	348.19
25	NT	25	1.34	1.79
26	NR	25	1.34	1.79
27	NS	35	11.34	128.59
28	NA	20	-3.66	13.39
29	OD	20	-3.66	13.39
30	RS	25	1.34	1.79
Total Score		710	133.4	1096.5
Mean		23.66	4.44	36.55

Based on the table 4.9 above, the standard deviation of experimental group was calculated as follow:

$$SD_x = \sqrt{\frac{\sum x^2}{n}}$$

$$= \sqrt{\frac{1096.5}{30}}$$

$$= \sqrt{36.55}$$

$$= 6.04$$

Table 4.10
The Calculation of Mean and Standard Derivation Score of Control Group

No	Students' Initial	Y_2-Y_1 (Y)	Dy (Y-My)	dy^2
1	AK	25	6.41	41.08
2	AA	25	6.41	41.08
3	AM	15	-3.59	12.88
4	AP	10	-8.59	73.78
5	CA	15	-3.59	12.88
6	DR	20	1.41	1.98
7	DR	10	-8.59	73.78
8	DVR	25	6.41	41.08
9	DAP	20	1.41	1.98
10	JA	15	-3.59	12.88
11	KL	20	1.41	1.98
12	LC	15	-3.59	12.88
13	MFD	25	6.41	41.08
14	MAW	20	1.41	1.98
15	MR	15	-3.59	12.88
16	MIK	20	1.41	1.98
17	MR	25	6.41	41.08
18	MFS	25	6.41	41.08
19	MF	15	-3.59	12.88
20	NS	20	1.41	1.98
21	RS	20	1.41	1.98

22	RS	25	6.41	41.08
23	R	10	-8.59	73.78
24	RH	10	-8.59	73.78
25	RF	10	-8.59	73.78
26	SL	15	-3.59	12.88
27	TR	20	1.41	1.98
28	TAP	20	1.41	1.98
29	YR	20	1.41	1.98
30	WS	20	1.41	1.98
31	RZ	25	6.41	41.08
32	HG	20	1.41	1.98
Total Score		595	136.28	811.46
Mean		18.59	4.25	25.35

Based on the table 4.10 above, the standard deviation of control group was

calculated as follow:

$$SD_y = \sqrt{\frac{\Sigma y^2}{n}}$$

$$= \sqrt{\frac{811.46}{32}}$$

$$= \sqrt{25.35}$$

$$= 5.03$$

Based on the calculation above shown the following facts:

$SD_x \qquad = 6.04$

$SD_y \qquad = 5.03$

$N_1 \qquad = 30$

N_2 $\qquad$ = 32

X $\qquad$ = 710

Y $\qquad$ = 595

M_x $\qquad$ = 23.66

M_y $\qquad$ = 18.59

X (x-Mx)^2 $\quad$ = 1,096.5

X (y-My)^2 $\quad$ = 811.46

Therefore, the following formula was implemented:

$$SE_{M1} = \frac{SD_x}{\sqrt{N1-1}}$$

$$= \frac{6.04}{\sqrt{30-1}}$$

$$= \frac{6.04}{5.38}$$

$$= 1.12$$

$$SE_{M2} = \frac{SD_y}{\sqrt{N2-1}}$$

$$= \frac{5.03}{\sqrt{32-1}}$$

$$= \frac{5.03}{5.56}$$

$$= -0.53$$

Next the following was implemented to find out the error standard deviation between

$$M_1 - M_2$$

$$SE_{M1-M2} = \sqrt{SE_{m1}{}^2 + SE_{m2}{}^2}$$

$$= \sqrt{1.12^2 + (-0.53)^2}$$

$$= \sqrt{1.25 + 0.28}$$

$$= \sqrt{1.53}$$

$$= 1.23$$

C. Testing hypothesis

The result above then be applied to test hypothesis

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$$= \frac{23.66 - 18.59}{1.23}$$

$$= \frac{5.07}{1.23}$$

$$= 4.12$$

$$df = N_1 + N_2 - 2$$

$$= 30 + 32 - 2$$

$$= 60$$

After calculating the data above by using using t-test formula, the result t-result showed that t-observe was 4.12. Then based on the table of distribution of t-observe as the basic of counting t-observe in certain of the degree of freedom (df), the calculation of df used the formula df= $N_1 + N_2 - 2$ with df= 30+32-2 =60. The fact showed that t-observe > t-table (4.12>1,99). Therefore, the null hypothesis was rejected and the alternative hypotesis accepted. In other words, the students who were taught by its mean that there was significant effect of using REDW strategy on students' reading comprehension better than those who were taugh without using REDW strategy.

D.Research Findings

After conducting the pre-test and post-test for both experimental and control group, then the finding of this study could be as follows:

1. There was significant effect of applying computer assisted language learning method to students' listening, which had been proven from the result of t test $t_{observe} > t_{table}$ (4.12> 1,99) with $\alpha = 5\%$ and degree of freedom (df) = 60.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed the data, the conclusion is:

1. There was significant effect of using REDW strategy on the students' achievement in reading comprehension which was proved from the result of $t_o > t_t$ (4.12 > 1,99) with $\alpha = 5\%$ and degree of freedom (df) = 60. So it was means that Ho rejected and Ha acccepted.

B. Suggestion

In relation to the conclusion before, sugesstion are put below:

1. It is suggested to the English teachers to using REDW strategy in teaching reading especially in paragraph of narrative text because it enables to active their prior knowledge.

2. As English teachers can using REDW strategy to the students because this strategy can help them to find the main idea of paragraph in narrative text.

3. It is suggested to other researcher who are interested to do research that to use these findings as souce of information for further related studies.

REFERENCES

Anderson,Mark and Kathy Anderson.(1998). Text Types in English.Malaysia:National of Library of Australia.

Brown,H.Doughlas.2004. Language Assesment :Principles and ClassroomPractices. San Fransisco University: Longman.

Farrell,Thomas S. C.2009. Teaching Reading to English Language Learner. New York: Corwin Press.

Grabe, W and Stoller,F.L.2002.Teaching Researching Reading. Harlow:Person Education.

Gupta,Sadhana.(2008).Communication Skills and FunctionalGrammar.New Delhi: University Science Press.

Harner,Jeremy.2003. How to Teach English an Introduction to the Practiceof English Language Teaching England: University Press.

Rahmadi and Suparmin.2011.Get Smart with English for GradeVIII Junior High School.Surakarta.Mediatama.

http://jurnal.unmuhjember.ac.id/index.php/ELLITE/article/view/

http://grammar.about.com/od/pq/g/paragrapther.htm