

THE IMPLEMENTATION OF READ-EXAMINE-DECIDE-WRITE (REDW) STRATEGY TO IMPROVE READING COMPREHENSION ON DESCRIPTIVE TEXT TO THE TENTH GRADE STUDENTS OF SMK N 1 TABANAN

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ABSTRACT

This research aimed at describing Read-Examine-Decide-Write (REDW) strategy in improving reading comprehension on descriptive text to the tenth grade students of Office Administration 2 Department at SMK N 1 Tabanan. The subjects of this research were 26 students. Data collection techniques used consisted of observations, teacher's interview and tests. The data were analyzed by using qualitative and quantitative data analysis. The result of this research indicated that students' reading ability in reading comprehension on description text improved by using the Read Examine, Decide, Write strategy. Before the research was completed, the students' average reading ability score was only 63.84. The mean increased in cycle I and cycle II indicating the values of 69.61 and 77.88. Meanwhile, the improvement toward pre-test and pos-test 1 was 9,03 and the improvement on pre-test and pos-test 2 was 21,99. The conclusion of this research is the implementation REDW strategy can improve students' reading comprehension on descriptive text.

Key word : *REDW, reading comprehension, descriptive text*

ABSTRAK

Penelitian ini bertujuan mendeskripsikan strategi Read-Examine-Decide-Write (REDW) dalam meningkatkan pemahaman bacaan pada teks deskriptif kepada siswa kelas XII Administrasi Perkantoran di SMK N 1 Tabanan. Subjek penelitian ini adalah 26 siswa. Teknik pengumpulan data yang digunakan terdiri dari observasi, wawancara guru dan tes. Data dianalisis dengan menggunakan analisis data kualitatif dan kuantitatif. Hasil penelitian ini menunjukkan bahwa kemampuan membaca siswa dalam pemahaman bacaan pada teks deskripsi meningkat dengan menggunakan strategi Read Examine, Decide, Write. Sebelum penelitian selesai, skor kemampuan membaca rata-rata siswa hanya 63,84. Rerata meningkat pada siklus I dan siklus II yang menunjukkan nilai 69,61 dan 77,88. Sementara itu, peningkatan menuju pre-test dan post-test 1 adalah 9,03 dan peningkatan pada pre-test dan post-test 2 adalah 21,99. Kesimpulan dari penelitian ini adalah penerapan strategi REDW dapat meningkatkan pemahaman membaca siswa pada teks deskriptif.

Kata kunci: *REDW, pemahaman membaca, teks deskriptif*

I. Introduction

English is used as a means of communication by people in the world. In this globalization era, where rivalry among people all over the world is strong, more and more competitive therefore comprehend English is studied to be a must. The growth of science technology, in particular telecommunication technology, makes the mastery of English crucial. It is now becoming a fundamental to have effective communication skills and resources, especially, English communication skills both spoken and written.

It is a fact that English is one of international languages in this world, so everyone is desirable to know and understand about English in order to be able to follow information or on going concern about world situation. As a foreign language, English is an important subject that is taught in all levels of education, from playgroup up to university. It has aspiration to pass quality of education in our country. In Research in English, the learners need to be able to master all the four language skills. The four language skills have important role in learning and make a chain that has a tight link from one to another (integrated skills)

From the four skills, reading is the most important language skill to be advanced without ignoring any other skills. The ability to read is crucial for any subjects taught in school. It means that the students are needed to have good skill in reading to appreciate the text so that can be achieved good score or reach the competency based on the curriculum.

There are several reasons for learning English. First, the elementary curriculum has resolved that English is a compulsory subject. Second, some people learn English because they want to be effective in an English speaking society. Third, some people learn English because they recognize that they will have a better chance for advancement in the future and get a better job more easily with two languages rather than one language. Fourth, people learn English because of the people want to continue their studies in an English speaking country where English is used as a national language and during formal classroom instruction.

In Researching language especially English, there are four skills that should be developed by those who are learning the language. Those four skills are listening, speaking, reading and writing. To learn and use language effectively, the students are expected to be able to acquire English proficiency as both spoken and written. They also should acquire the language skills altogether. Furthermore, Callella (2008: 2) states that reading is a core component of almost every other lesson that the students will learn in school and in school life.

Reading comprehension is an essential skill to be taken into consideration that is due to fact all of curriculum that has been used in our educational system which always accentuate reading as an essential skill. Sweet (2003: 116) states that reading comprehension consists of constructing knowledge stated in text through interaction and embarrassment with the text. By learning reading, the learners are able to learn more about language component like grammar and vocabulary that are absolutely required to be mastered in learning English. Learning reading will assist us to learn writing because reading offers a good model of writing.

Reading comprehension refers to the ability to understand information presented in written form. Sweet (2003: 1) defines reading comprehension is the process of simultaneously extracting and constructing meaning. In other words, the learners recognize both challenges: figuring out how print represents words and engaging in the translation of print to sound accurately and efficiently (extracting), at the same time formulating a representation of the information being presented which inevitably requires building new meanings and integrating new from old information (constructing meaning). Thus, the use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Reading comprehension refers to an active process involves reader's integration of prior knowledge with information in the text in order to obtain meaning from the text. In line with this, Zwiars (2010: 3-4) writes that the purpose of reading is to construct the meaning. Further, he states that one of the most important habits of reading comprehension mentally comprehends a text's information to match the author had in mind. This is ongoing process of seeing and inferring logical connections between chunks of the text and using them to create a coherent main idea. While reading, a reader constantly tries to make sense of the information stated in the current sentence by connecting it to two other sources of information, that is, concepts found in preceding sentence and the reader's own background knowledge. Connections to previous concepts found in the text help a reader keep track of elements such as people, objects, ideas, and events while he or she reads.

According to Chair (2002: 10), reading comprehension is usually a primary focus of instruction in the post-primary grades, after readers have largely mastered word recognition skills, although comprehension of text should be an integral part of reading instruction with beginning readers as well. Instruction in oral language, vocabulary, and listening comprehension should be a focus starting in preschool and continuing throughout the elementary grades. The end point, the reader encompasses the capacity to read, with ease and interest, a wide variety of different kinds of materials for varying purposes and to read with comprehension even when the material is neither easy to understand nor intrinsically interesting.

The REDW strategy was recommended by Szanne in 2008, it was designed to help the students in finding out the main idea in each paragraph and help them to comprehend the information contained in the paragraph. In REDW strategy, there are some steps which must be followed The first is *Read*, in which the students read the entire paragraph to get an idea contained in a paragraph. The second step is *examine*, in which the students examine each sentence in the paragraph to identify the important words or the difficult words that the students do not understand. The third is *decide*, in which the students agree to the appropriate sentences describe the main idea of the paragraph or find the supporting details in paragraph. The last step is *write* in which the students write the main idea for each paragraph in the notebook.

REDW (Read, Examine, Decide, Write) is designed to help the students in comprehending the reading text better. In REDW strategy, there are some steps that must be followed:

Read, in this step the students read the entire paragraph to get an idea of what the paragraph is about.

Examine, in this step, the students examine each sentence in the paragraph to identify the important words or the difficult words that the students did not understand.

Decide, in this step, the students decide which sentence is the best to describe the main idea of the paragraph and the topic sentences or found the supporting details to support the main idea and topic sentence in the paragraph.

Write, the students write the result of the analyzed paragraph in the notebook.

II. Research Method

The research design used in this research was classroom action research utilizing pre-test and post-test. In this classroom action Research, the teaching and learning processes were divided into two cycles consisted of four sessions, namely planning (P), action (A), observation (O), and reflection (R).

The subjects selected in this research were the tenth grade students of Office Administration 2 Department at SMK N 1 Tabanan. There were 26 students altogether consisted of 2 males and 24 females. The students were selected as the subject of this research based on the interview to the English teachers who teach in the tenth grade at SMK N 1 Tabanan. It was stated that the students in this class still had difficulty in comprehending reading passage.

The Instrument used in this research were observation sheets and tests. Observation sheets were utilized to collect data that uses a structured form to record data based on the observation. The researcher used pre-test at the preliminary stage. It was conducted in order to find out the problem which was faced by the students. REDW was used in post-test I and post-test II as a strategy to improve students' reading comprehension on descriptive text. The tests were constructed in the form of multiple choice tests item and consisted of ten questions with four options. Students answered each question by crossing the option of the correct answer on the answer sheet provided. Students would get one score for each correct answer and zero for a wrong answer or no answer.

The techniques used to obtain the data in this research were observation and test. Observations were made to monitor the process of teaching and learning in the classroom. By using this technique,

researcher observed the teaching-learning process directly. The test used to get the data collect the data consisted of pre-test and post-test. Pre-test and the post test were presented in the form of a performance test.

The data in this research were analyzed qualitatively and quantitatively. Qualitative data analysis is described based on the results of observations which include student activities in understanding texts by using REDW strategy. Meanwhile qualitative data analysis were used to calculate mean, percentage of students passed the minimum completeness criteria, and the students' improvement. The formulas used can be seen below.

1. Mean Calculating

The calculation of mean is used to know the average of the students' score.

$$M = \frac{\sum X}{n}$$

Explanation:

M = Mean of the students score

$\sum X$ = The sum of the students score

n = The total number of students

Calculating Student's Percentage in Pre-Cycle, Cycle 1 and Cycle II

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = Percentage

F = the sum of students' passing KKM

N = the sum of students

Calculating Students' Improvement towards Pre-Test and Post-Test in Cycle 1 and Cycle II

$$P = \frac{y^n - y}{y} \times 100\%$$

Explanation:

P = Percentage

y^n = the mean of post-test

y = the mean of pre-test

III. RESEARCH FINDING

Research conducted by researchers has the objective to determine the use of the REDW Strategy to improve students' reading comprehension in descriptive texts. The research subjects were 26 students from SMK N 1 Tabanan in the 2019/2020 academic year. In research conducted by researcher, data obtained from pre-test and post-test in the first cycle and second cycle to determine the competencies students had.

Data Description presented in this research were:

- 1 Pre-observation was the process of action to study someone carefully and thoroughly.
- 2 Pre-Test was an activity to test the level of students' knowledge about the material.

In the pre-test, the total score of students in reading comprehension on descriptive text were 425 in find out mean Idea of paragraph, 425 in find out specific information of the paragraph, 400 in find out textual reference of the paragraph and 395 in find out words meaning. 1660 For all the total score, for the average score for all item was 63,84 it means that still under minimum score (KKM) applied in SMK N 1 Tabanan for English lesson was 70,00

In The Post-test I t, the total score of students in reading comprehension on descriptive text were 510 in find out mean Idea of paragraph, 465 in find out specific information of the paragraph, 425 in find out textual reference of the paragraph and 410 in find out words meaning. 1810 For all the total score, for the average score for all item was 69,61 it means that still under minimum score (KKM) applied in SMK N 1 Tabanan for English lesson was 70,00

In The Post-test II t, the total score of students in reading comprehension on descriptive text were 530 in find out mean Idea of paragraph, 525 in find out specific information of the paragraph, 475 in find out textual reference of the paragraph and 495 in find out words meaning. 2025 For all the total score, for the average score for all item was 77,88 it means that achieve the target score (KKM) applied in SMK N 1 Tabanan for english lesson was 70,00

In this stage, the researcher also examined the increase in the percentage of students in the pre-test and post-test in Cycle I and Cycle II. In the first cycle, the researcher calculated the results of the post-test I to find out the reading comprehension to increase the student scores and knowledge competence from the results of the pre-test to the post-test I calculated by using the following formula:

$$P = \frac{y_2 - y_1}{y_1} \times 100 \%$$

Explanation:

P = Percentage

y₂ = the sum of post-test

y₁ = the sum of pre-test

$$P = \frac{2025 - 1660}{1660} \times 100\%$$

$$= 21,98\%$$

No	Test	Score	Mean
	Pre Test	1660	63,84
	Post-Test 1	1810	6961
	Post-Test 2	2025	77,88

The Discussion

In the research carried out by researcher the improvement through the REDW Strategy is to increase student understanding, for good results the researcher conducted three meetings at different times and utilized ZOOM media, the first meeting in the pre-cycle, then one meeting in the first cycle continued with the meeting II in cycle II. From the comparison of data results between pre-test, post-test I, and post-test II, the average score of students in the pre-test was 63,48 and the average score of students on the first test was 69,61 and the second cycle was 77,88. It can be seen that the data from the reflection scores in cycle I and cycle II increased. There were some students who still had not passed the criteria. In the first cycle, the result of pre-test was below the Minimum Completeness Criteria (MCC). Meanwhile, the second cycle the MCC was achieved. Learning by using REDW strategy in reading comprehension on descriptive text was able to help students in improving their achievement.

IV. CONCLUSION

The purpose of this study is to determine whether the use of REDW strategies in teaching reading can improve student achievement. From the research that has been done in class XI AP2 in Smk n 1 Tabanan, it can be concluded that the use of the read-examine-decide-write (REDW) strategy to improve reading comprehension on descriptive texts. It can be seen in the Pre-test that the average score is only 63.84. While in Post test 1, the average score increased to 69,61 and had more improvement in Post test 2 with an average score of up to 77.88.

In addition, this method also helps increase students' interest and motivation to read, especially in descriptive texts. This can be seen from the increasing number of participants involved in class activities from the first to the end of the cycle.

RECOMMENDATION

Related to the results of this study, the authors offer several suggestions as following:

- The teacher must be able to choose the right strategy in teaching reading understanding.
- The teacher can use the REDW strategy as an alternative strategy in reading because of that can encourage students to understand and improve their understanding in English reading texts.
- Teachers who will use the REDW strategy need their English fluency So that the class runs smoothly.
- The teacher needs to give more attention in time management to students and their weaknesses.
- The English teacher must be able to create a good situation during teaching and learning process in order to create a comfortable and pleasant situation student.

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