Does REDW (Read, Examine, Decide, Write) Strategy Enhance Students' Reading Comprehension?

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Abstract

The objectives of this study were to determine whether or not there was a significant effect of using REDW (Read, Examine, Decide, Write) strategy on reading comprehension and to know the significant difference of reading comprehension between students who are taught by using REDW (Read, Examine, Decide, Write) strategy and those who are not . The study was conducted at Islamic Junior High School Tarbiyah Islamiyah Jambi. The population in this study were all eighth graders, each class consisted of less than 30 students. The researcher used REDW strategy in class 8B as the experimental class and class 8A used conventional method as control class. This research used quantitative – experimental approach. The design of study was quasi-experimental design, it was the pretest-posttest non- equivalent group design. The data was collected by a test as research instruments, there were two test: pre-test and posttest. From the results of the test, the independent t-test calculation in posttest score in both groups showed that the significant value was higher than level of significance (0.870 > 0.05). It indicated that there was the significant difference between experimental and control group. Moreover, the paired t-test calculation showed the result of paired sample t-test (5.949 < 0.05) in which there was a significant effect of using REDW strategy on students reading comprehension.

Keywords*: REDW strategy; reading comprehension, Islamic Junior High Shool*

1. Introduction

Reading is regarded as a decoding skill, that is interpreting codes into ideas. According to Cline et.al (2006), "reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the natureof the text, and the readers' strategies and knowledge. In their second definition states that reading is the process of deriving meaning from the text" (p.2). For the majority of readers, this process involves decoding written text. Some individuals require adaptation such as Braille or auditorization to support the decoding process. Understanding is determined by the purposes for reading, the context, the nature of the text, and the reader's strategies and knowledge.

Furthermore, Brown (2001), "propose that reading is treated as one of two or more interrelated skills. It means that reading provides opportunities to develop the other skills as well" (p.313).Reading is very useful for human life because by reading someone would know about the world without having

to go around the world. Students can get much information and knowledge by reading activity. In fact, reading is not so easy as what people think because it is not only reading a sentence and saying it out to others, but also how to understand the content of the reading text and its purpose. So it is very crucial for the students to learn English through reading activity.

Reading comprehension is one of the major targets in learning English. According toCahyono (2011)"reading comprehension is a process of getting information from context and combining.It is a process of using reader's existing knowledge (schemata) to interpret text in order to construct Meaning" (p.58). According to Snow, C. (2002), "reading comprehension in a way that the group believes will help organize research and development activities in the domain of reading comprehension. Reading comprehension as the process of stimultaneously extracting and construcying meaning through interaction and involvment with written language. It consists of three elements : the reader, the text, and the activity or purpose for reading. Reading comprehension refers to the students' ability to understand the reading text given" (p.xii-xiii). However, to comprehend the text, a reader does not only need linguistic knowledge but also they need much background knowledge to support the linguistic

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one. Having good reading comprehension can support the other skills in learning process.

Based on the preliminary research, the researcher found that some of the students of eighth graders of Islamic Junior High School Tarbiyah Islamiyah Jambi got some problems in learning raeding. The students difficulties in reading comprehension are as follow: 1) the students had difficulties in understanding meaning and words because the vocabulary is still low, 2) the students had difficulties in understanding specific information, 3) the students had difficulties in finding detail information.In addition, the reseacher found that reading is boring. It makes them less motivated and difficuties to master English well. The students may not have much motivation to read because the text is not interesting, and some times the text is too long and the words or vocabulary is unfamiliar.

In this case researcher is sure that the students' fail in reading can be influenced by many factors, such as strategy that is used in teaching and learning activities or processwas less effective. Another possible factor is because of students concentration was only at answering question by neglecting the purpose. In this case the English teacher has to make the effort to overcome the students problem by using appropriate method, model, and strategy.

To solve the problem above, the researcher try to do research by giving a treatment that is able to increase their ability in reading in English teaching and learning activities by using REDW strategy as the treatment. According to Gupta (2008) "REDW is a good strategy to use while finding the main idea in each paragraph of reading assignment. This strategy helps in comprehending the information contained in reading text" (p.80). The letters in REDW stands for Read, Examine, Decide and Write.

2. Method

In conducting the present study, an experimental research method was used. The researcher applied quasi experimental design, it is pretest-posttest nonequivalent group design. In this research, there were two groups, experimental and control group. It was conducted at the eighth graders at Islamic junior high school *Tarbiyah Islamiyah* Jambi was selected for this research project, and 50 eighth grade students from two different classes were selected as the subjects of the research and total sampling was choosen, because the school just have 42 students. There were 24 students from class VIII A and 26 students from class VIII B. VIII A as the control group and VIII B as the experimental group.

The researchers have done the experiment in 10 meetings. The samples were given the pretest in the first meeting. The treatment then were given for 8 meetings. The experimental group was taught by using REDW strategy in reading comprehension. The

treatment just focused on the teaching descriptive text as it is a part of material in curriculum used in the school. In collecting the data of students' reading comprehension, the test was utilized. The test was made based on syllabus given by the school. Because of the level of students' comprehension was in literal. The items of test were taken from a "Reading Comprehension Worksheets" published byEnglishForEveryone.org -- Printable English Worksheets.

The last, to get more information about the validity of reading comprehension test, the writer used experts` judgment to measure content validity. There were some English lecturers who asked to rate the level of appropriateness and difficulties of test items. They had more than 5 year experiences in teaching English and their TOEFL score were above 500. Besides, since the study focused on scoring the students' reading comprehension with the answer 1 or 0, so that reliability test was taken from Cronbach's Alpha. The result of the test indicates the high consistency of interrater (0.706). Therefore, the instrument was considered valid and could be used to collect the data of the students reading comprehension.

3. Findings and Discussion

After having the posttest, the results of students' reading comprehension in both control and experimental groups were classified into several categories based on Arikunto (2010).

Table 1
Score categories

Score	Category
86 – 100	Very good
76 – 85	Good
56 – 75	Fair
36 – 55	Poor
0 – 35	Very poor

a. The Result of Pre and Post-Test in the Experimental Class

The result of pre test before the intervention, shows that the lowest score was 28 and the highest score was 60. Based on the calculation, it can be concluded that the mean score of pre test in experimental class was 43,85, the calculation can be seen in appendix 3. Then, the lowest score was categorized into very poor, that was between 0-32 and the highest score was categorized into very good, that was between 86-100, it checked the result by using statistical product and service solution (SPSS) version 22 program.

Table 2
Pretest experimental class

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
28,00	3	11,5	11,5	11,5
32,00	3	11,5	11,5	23,1
36,00	3	11,5	11,5	34,6
38,00	1	3,8	3,8	38,5
40,00	1	3,8	3,8	42,3
42,00	1	3,8	3,8	46,2
44,00	1	3,8	3,8	50,0
48,00	4	15,4	15,4	65,4
52,00	5	19,2	19,2	84,6
58,00	2	7,7	7,7	92,3
60,00	2	7,7	7,7	100,0
Total	**26**	**100,0**	**100,0**	

Based on the result analysis of students pretest scores in experimental class, there was 6 students 23,07% were catagorized into very poor, the interval were between 0-35 , 16 students 61,58% were catagorized into poor, the interval were between 36 – 55, then 4 students 15,38% into fair, the interval between 56-75.

After the treatment, the researcher gave post test to the class to see the improvement of the students' reading comprehension. The lowest score was 38 and the highest score was 82. Based on calculation, it can be concluded that the mean score of post test in experimental class were 58,77 from 26 students, the calculation can be seen in appendix 4. Then the lowest score was categorized into poor, because it was between 36-55 and the highest score was categorized into very good, that was between 86-100.

Table 3
Post Test in Experimental Class

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
38,00	1	3,8	3,8	3,8
42,00	1	3,8	3,8	7,7
44,00	2	7,7	7,7	15,4
48,00	3	11,5	11,5	26,9
52,00	4	15,4	15,4	42,3
58,00	2	7,7	7,7	50,0
60,00	1	3,8	3,8	53,8
62,00	3	11,5	11,5	65,4
64,00	1	3,8	3,8	69,2
68,00	3	11,5	11,5	80,8
72,00	3	11,5	11,5	92,3
80,00	1	3,8	3,8	96,2
82,00	1	3,8	3,8	100,0
Total	**26**	**100,0**	**100,0**	

Based on the calculation, it can be seen that from 26 students there was 1 students 3.84% were catagoriezed into very poor, the interval were between0 – 35, 10 students 38.46% were catagoriezed into poor, the interval were between were 36 – 55, 13 students (50%) were catagoriezed into fair, the interval between 56 – 75 and 2 students (7.69%) were catagoriezed into good, the interval were between 76 - 85.

b. The Result of Pre Test and Post Test in Control Class

The result of the test before the intervention showed that the lowest score was 20 and the highest score was 58.

Tabel 4

Pretest in Control Class

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
20	1	4,0	4,0	4,0
24	1	4,0	4,0	8,0
828	6	24,0	24,0	32,0
32	5	20,0	20,0	52,0
38	1	4,0	4,0	56,0
40	2	8,0	8,0	64,0
44	1	4,0	4,0	68,0
48	4	16,0	16,0	84,0
52	2	8,0	8,0	92,0
56	1	4,0	4,0	96,0
58	1	4,0	4,0	100,0
Total	**25**	**100,0**	**100,0**	

The result of post-test showed that the lowest score was 32 and the highest score was 76. The mean score of post-test in control class was 49.52 from 25 students. There were 4 students 16% were catagorized into very poor, the interval were between 0-35, 14 students 56%were catagorized into poor, the interval were between 36-55, 7 students 28% were catagorized into fair, the interval were between 56-75 , 1 student 4% were catagorized into good, the interval were between 76-85. Moreover, the mean differences between the results of post-test in experimental class was 58.77 and post-test in control class was 49.52.

Table 5
Posttest in Control class

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
32	3	12,0	12,0	12,0
38	1	4,0	4,0	16,0
42	3	12,0	12,0	28,0
44	2	8,0	8,0	36,0
48	3	12,0	12,0	48,0
50	2	8,0	8,0	56,0
52	3	12,0	12,0	68,0
60	3	12,0	12,0	80,0
62	1	4,0	4,0	84,0
64	1	4,0	4,0	88,0
68	1	4,0	4,0	92,0
72	1	4,0	4,0	96,0
76	1	4,0	4,0	100,0
Total	**25**	**100,0**	**100,0**	

c. The Analysis of Paired sample T-test in the Experimental Class

The result of the calculation showed that the t score was -5,949. In fact the t table for 25 samples (df=n-1) was 1.710. Therefore the result of t-test -5,949 indicate that there is significance between differences the student score before and after taugh by using REDW (Read, Exmine, Decide, Write) strategy.

The calculation of pair sample t-test by using SPSS also proven something. There was a statistically significant effect in students reading comprehension. Therefore, the hypothesis one (H11) is accepted and null hypothesis (Ho1) is rejected. The result can be seen in table 6

Table 6

Paired Sample T- test Experimental pretest and post test

		Paired Differences					T	Df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – postest	-14,923	12,790	2,508	-20,089	-9,757	-5,949	25	,000

d. The Analysis of Independent Sample T-test

An independent sample t-test was conducted to find out whether or not there was a significant difference between theexperimental and control class

after the students were given the treatment, the calculation of independent sample t-test was used to analyzed the score of post-test in experimental and control class. The result can be seen in table 7

Table 7

Nilai	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	,027	,870	2,376	49	,021	7,96923	3,35383	1,22945	14,70901
Equal variances not assumed			2,375	48,822	,022	7,96923	3,35520	1,22609	14,71238

This test established the level of significance in 0,05 and df = 24. Meanwhile, the data showed that the mean difference was 7,96923and the significance value was 0,870 > 0,05. The result show that t-score was 1.710. Regarding to this finding, it discover that there was significant difference in mean of posttest values between the experimental and control group. Therofore, the hyphothesis two(H12) is accepted and null hyphothesis (Ho2) is rejected.

4. Conclusion

Based on the result data of description, there was a significant effect on the students reading comprehension after being taught through (REDW) strategy. This could be seen from the T-test result which showed that the students mean score of posttest in experimental class was 58.77 and it is higher than pretest which students got(43,85). Therefore, the hypothesis one (H11) was accepted and null hypothesis (Ho1) was rejected, or it can be said that there was a significant effect of using (REDW) strategy in teaching reading comprehension, and the hypothesis two (H12) was accepted and null hypothesis (HO2) was rejected, it can be said that there was significant difference of using (REDW) strategy in teaching reading comprehension.

Moreover, it can be concluded that teaching reading through (REDW) strategy was effective. And then the students reading values taught by using (REDW) strategy were better than taught by using non (REDW) strategy in teaching reading has a significant difference to the students achievement in reading comprehension at eight graders Islamic of Junior High School TarbiyahIslamiyah Jambi.

Based on the result and the process of research, the researcher would like to give some suggestion to the English teacher and the researcher.

Firstly, for teachers are hoped to develop their creativity in teaching English, so that the students will not feel bored in learning English, especially in

reading comprehension. And then the teacher should use REDW (Read, Examine, Decide, Write) strategy.

While, for the other researcher who want to conduct the research in teaching reading could use the result of this research as a source for conducting the research and as an additional references for further relevant research certainly with different material and sample. The researcher also can consider the weaknesses of the result from this research to conduct a better research.

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