

**THE EFFECT OF READ EXAMINE DECIDE WRITE (REDW) STRATEGY
ON THE STUDENTS' READING COMPREHENSION AT XI GRADE OF
SMK-1 DAERAH SEI BEJANGKAR IN ACADEMIC
YEAR 2022/2023**

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Abstract

This purpose of this study was to find out whether there was role in the application of the REDW (Read, Examine, Decide, Write) Strategy to the results on students' reading comprehension at the second grade of SMK-1 Daerah Sei Bejangkar in Academic Year 2022/2023. This type of research is a quantitative research design with two groups pre-test and post-test. The population in this study was all class XI which consist of 2 classes. The research sample consisted of all students' XI AK-1 and XI AK-2. In class XI AK-1 as and experimental class by using Read Examine Decide Write (REDW) Strategy and in XI AK-2 as a control class by using konvensional learning method. After the learning was completed. The post-test was obtained with an average result 75,4 for the experimental class and 58,6 for the control class. The result of the t-test obtained $t\text{-test} = 8,28 > t\text{-table} = 2,011$ then H_a is accepted, thus obtained there is an effect on students' learning outcomes by using Read, Examine, Decide, Write (REDW) Strategy on student reading comprehension at the second grade of SMK-1 Daerah Sei Bejangkar.

Keywords: REDW (Read, Examine, Decide, Write), Descriptive Text, Reading Comprehension

INTRODUCTION

Reading comprehension is extremely important in today's world, especially in English language. It develops into a means of communication between human beings. Reading comprehension provides humans with a tremendous amount of information. According to (Lestari & Misdi, 2017) "Reading comprehension is an activity that involves the engagement of a text, the brain, and the eye in order to produce meaning. If we do not engage in any reading activity, we will be unable to extract any meaning from the text". When an author or a writer attempts to communicate or deliver some messages to the readers through a written text, reading is sometimes referred to as "reading comprehension. Beside that according to (Muna, 2018) "Reading comprehension is just as vital as speaking, listening, and writing in the English language.

Based on the observations that will be conducted at SMK-1 Daerah Sei Bejangkar, it is discovered that students' struggle with a variety of issues when studying English, particularly when it comes to reading comprehension. Another significant issue is that students are unable to comprehend the material well in descriptive text, particularly when it comes to their critical reading comprehension. Furthermore, because reading is one of the dullest skills in English, the students have little interest in reading comprehension. Due to their insufficient reading comprehension skills, students are only able to listen and repeat what the teacher reads, but they are unable to comprehend the information provided by the reading text delivered by the teacher.

Among the factors that influence low reading comprehension are internal factors (factors that originate within students), which include students' physical and spiritual conditions, followed by external factors (factors that originate outside students), which include students' surrounding environmental conditions, and the last teaching strategy factors, which are the strategies that are employed used by teachers to ensure that students learn in a productive manner. Due to the fact that students' reading comprehension at this school is still low, the research wishes to utilize REDW (Read, Examine, Decide, Write) reading strategies to help them overcome the difficulty in this case.

REDW strategy is a teaching strategy that may be used to encourage both the creativity of the teacher and the creativity of the students during the teaching-learning process. It is possible that the REDW strategy will be effective as an alternate strategy to help students enhance reading comprehension in order for students to get more engaged in the reading texts, enjoy them, and comprehend the primary point of the texts. This concept will allow teachers to be more innovative in their efforts to improve their teaching strategy, because the presence of a student's learning problem in a variety of situations will require alternative strategies to solving the problem in each situation. The research selected REDW as a strategy for improving reading comprehension from a plethora of alternatives because REDW provides support to students in order for them to become enthusiastic and comfortable while studying, and because REDW provides supervision and guidance to students in the process of teaching and learning.

It was given the preceding context, the researcher is interested in taking the study titled, "the Effect of Read, Examine, Decide, and Write (REDW) Strategy on Students Reading Comprehension at the Eleventh Grade of SMKS-1 Daerah Sei Bejangkar in Academic Year 2022/2023".

METHOD

The research was scheduled in SMKS-1 Daerah Sei Bejangkar. The sample in this research were XI AK-1 and XI AK-2. SMKS 1 Daerah Sei Bejangkar which is located on Jl. Besar Sei Bejangkar, this research was taken place. The time was allocated in this research was April - Mei 2023. There was two classes used in this research. In this research class XI AK-1 was 25 students as experimental group using Read, Examine, Decide, Write (REDW) strategy, while class XI AK-2 was 25 students as control group using conventional way.

Quantitative methodology was used in this research. It was used to see the effect of using Read, Examine, Decide, Write (REDW) on students Reading Comprehension of Descriptive text. This research was categorized as an experimental study because this research used an experiment or treatment to compare the outcomes of the post-test between the experimental and control groups.

Sample	Pre-test	Treatment	Post-test
Experimental group	√	XI-AK1	√
Control group	√	XI-AK2	√

The description:

XI-AK1: The treatment of experimental group by using Read, Examine, Decide, Write (REDW) Descriptive text reading.

XI-AK2: The treatment of control group without using Read, Examine, Decide, Write (REDW) for Descriptive text reading.

Population

Population is all considered to be rescue targets, claims Arikunto (2010). Using these two theories as a foundation, it may be said that the population consists of all the research participants. The population of this research is all of the eleventh grade students of at grade XI SMKS 1 Daerah Sei Bejangkar in Academic year 2022/2023. The total population is two classes. They are two AK-1 classes and AK-2 classes each of which consists of 25 students. The total number of students is 50.

No	Class	Number
1	AK-1	25
2	AK-2	25
Total Number		50

Sample

Arikunto (2010) asserts that a sample is a subset of the population being studied. It implies that the population from which the study data are drawn is represented by the sample. Arikunto (2012) states that if the population is under 100, the entire sample is taken; however, if the population is larger than 100, it is possible to take 10-15% or 20-25% of the population. sampling in this study using sampling jenuh. Sampling jenuh is a trading technique sample if all members of the population are sampled, this is done if relatively small population size, or research wants to make generalization with very small errors. The researcher chose a sample of eleventh grade students at SMKS 1 Sei Bejangkar.

Variable of the Research

To analyze the impact of the independent variable on the relationship with the dependent variable, the variable was selected in this research. There were two variables:

1. Independent variable (X)

The independent variable of the study is Read, Examine, Decide, Write (REDW) Strategy.

2. Dependent variable (Y)

The dependent variable of the study is the Conventional way.

Data Collecting Technique

1. Pre-test

Before starting any treatments, students took a pre-test to determine students' reading comprehension of descriptive texts.

2. Treatment

Both the experimental class and the control class got treatment. While the control class was conducted in the conventional method, like teacher often teach, the experimental class used the Read, Examine, Decide, Write (REDW) Strategy.

3. Post-test

After receiving treatment with the picture sequences strategy in the experimental class and conventional method in the control class, students took a post-test to determine their reading comprehension of descriptive texts.

Instrument of Collecting Data

Instruments are devices that are needed to collect data that contains information. This research uses quantitative research, where this research uses three tests, namely: pre-test, treatment, and post-test to collect data. The instrument used in this study is a test. The aspect of reading is covered by using multiple choices tests of questions on descriptive text. For the pre-test and post-test, 20 questions are provided. The English test that students take to measure their reading comprehension for descriptive text will be the research tool used in this study. The pretest and posttest questions are the same questions to see the difference in test scores before and after being taught using the Read, Examine, Decide, Write (REDW) strategy.

Validity

Arikunto (2010) asserted that the validity of an instrument is measured by its degree of validity. The validity of control group can be seen as follow:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} = The correlation between two variable.

N = Total of the Data

X = The mark in the pre-test

Y = The mark in the post-test

XY = Sum of multiplication X and Y

X^2 = Square of X

Y^2 = Square of Y

Reliability of the Test

The test was made to see the reliability of pre-test and post-test in experimental and control groups. When a test produces consistent results, it was referred to as having a high degree of reliance. This means that the reliability of the test was related to the consistency of the result:

$$r_i = \frac{2r_{xy}}{1+r_{xy}}$$

Where:

r_i = Reliability

r_{xy} = Correlation between the two halves

Analyzing Data Using the T-Test Formula

From the test results data presented above, the test presented is a test calculation used to find out whether the use of the REDW (Read, Examine, Decide, Write) Strategy has a significant effect on students' reading comprehension in the second grade of the SMK-1 Swasta Daerah Sei-Bejangkar. The t-test formula is:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{x^2 + y^2}{Nx + Ny - 2} \right] + \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Where:

M : Mean

ΣX : Total of the test

N : Total of the students

N_x : The total number sample of experimental group

N_y : The total number sample control group

DATA AND RESEARCH FINDING

According to the findings of this study, grade XI students at SMKS-1 Daerah Sei Bejangkar use Read, Examine, Decide, Write (REDW) strategy significantly more when reading descriptive texts. By using this strategy, the students' scores improved. That is seen from the pre-test scores of the experimental and control groups of students. The experimental group pre-test results showed a mean score of 57 while the control group was just 46,4. The experimental group post-test results showed a mean score of 75,4 whereas the control group was 58,6. It can be seen in more detail as follows:

From the data above, it showed that students' score in pre-test was lower than post-test. The mean of students' score in pre-test was 57, after giving treatment of

REDW (Read, Examine, Decide, Write) strategy, it was increased 18,4% and the score mean was being 75,4 in post-test.

The Score of Pre-test and Post-test of Experimental Group

No	Students' Name	Score of Pre-Test	Score of Post-Test	X ²	Y ²	XY
1	AFT	55	75	3025	5625	4125
2	AP	60	80	3600	6400	4800
3	AU	65	80	4225	6400	5200
4	DN	65	80	4225	6400	5200
5	EVT	55	70	3025	4900	3850
6	GG	65	85	4225	7225	5525
7	HSBS	55	80	3025	6400	4400
8	IHS	60	70	3600	4900	4200
9	JSBB	55	75	3025	5625	4125
10	KNZ	50	70	2500	4900	3600
11	LWM	60	75	3600	5625	4500
12	NR	70	85	4900	7225	5950
13	OAM	50	70	2500	4900	3500
14	PW	50	65	2500	4225	3250
15	SR	45	65	2025	4225	2925
16	SCF	55	75	3025	5625	4125
17	WN	55	70	3025	4900	3850
18	EN	60	80	3600	6400	4800
19	BAS	45	70	2025	4900	3150
20	NDA	65	80	4225	6400	5200
21	NIP	65	80	4225	6400	4875
22	MFF	50	70	2500	4900	3500
23	DKS	65	80	4225	6400	5200

24	IP	50	75	2500	5625	3750
25	VMD	55	80	3025	6400	4400
Total		$\Sigma X = 1425$	$\Sigma Y = 1885$	$\Sigma X^2 = 82375$	$\Sigma Y^2 =$	$\Sigma XY =$
					142925	107900

Based on the table above, it showed that:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1425}{25} = 57$$

$$M = \frac{\Sigma Y}{N}$$

$$M = \frac{1885}{25} = 75,4$$

The Score of Pre-test and Post-test Control Group

No	Students' Name	Score of Pre-Test	Score of Post-Test	X ²	Y ²	XY
1	ANS	50	60	2500	3600	3000
2	AS	50	55	2500	3025	2750
3	AR	55	65	3025	4225	3575
4	BKM	45	55	2025	3025	2475
5	DR	50	55	2500	3025	2750
6	EGP	40	60	1600	3600	2400
7	EMS	45	50	2025	2500	2250
8	GL	40	50	1600	2500	2000
9	HA	45	65	2025	4225	2925
10	JS	50	65	2500	4225	3250
11	LS	45	55	2025	3025	2475
12	LIR	50	65	2500	4225	3250
13	MH	50	65	2500	4225	3250
14	MFP	40	60	1600	3600	2400
15	MYW	40	50	1600	2500	2000

16	NSZ	40	60	1600	3600	2400
17	NHS	45	60	2025	3600	2700
18	OCS	50	55	2500	3025	2750
19	RS	45	50	2025	2500	2250
20	SWA	40	65	3025	4225	2600
21	TSS	50	55	2500	3025	2750
22	TNS	55	65	3025	4225	3575
23	TABP	45	55	1600	3025	2475
24	WS	45	60	2025	3600	2700
25	TA	50	65	2500	4225	3250
	Total	$\Sigma X=1160$	$\Sigma Y=1465$	$\Sigma X^2=55350$	$\Sigma Y^2=$	$\Sigma XY=$
					86575	68200

Based on the table above, it showed that:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1160}{25} = 46,4$$

$$M = \frac{\Sigma Y}{N}$$

$$M = \frac{1465}{25} = 58,6$$

From the data above, it showed that students' score in pre-test was lower than post-test. The mean of students' score in pre-test was 46,4. After giving treatment by using conventional way, it just increased 12,2% and score in post-test was 58,6.

Analyzing the Data by Using T-Test Formula

From the test results data presented above, the test presented is a test calculation used to find out whether the use of the REDW (Read, Examine, Decide, Write) Strategy has a significant effect on students' reading comprehension in the second grade of the SMK-1 Swasta Daerah Sei-Bejangkar. The t-test formula is:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{x^2 + y^2}{Nx + Ny - 2} \right] + \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Before calculating the data using t-test formula, the research has to find Mean and Standard Deviation of each group.

Mean and Standard Deviation of Control Group

To calculate the data by using t-test formula, this research has to determine the mean and standard deviation of control group:

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

$$M = \frac{1465}{25} = 58,6$$

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDx = \sqrt{\frac{86575}{25}} = SDx = 58,84$$

Mean and Standard Deviation of Experimental Group

To calculate the data by using t-test formula, this research has to determine the mean and standard deviation of experimental group.

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

$$M = \frac{1815}{25} = 72,6$$

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDx = \sqrt{\frac{142925}{25}} = SDx = 75,61$$

After getting mean and standard deviation of each group, then analyzing the data by using t-test formula:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{x^2 + y^2}{Nx + Ny - 2}\right] + \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

$$t = \frac{72,6 - 58,6}{\sqrt{\left[\frac{75,61 + 58,84}{25 + 25 - 2}\right] + \left[\frac{1}{25} + \frac{1}{25}\right]}}$$

$$t = \frac{14}{\sqrt{\left[\frac{134,45}{48} + \frac{2}{25}\right]}}$$

$$t = \frac{14}{\sqrt{2,80+0,08}}$$

$$t = \frac{14}{\sqrt{2,88}}$$

$$t = \frac{14}{1,69}$$

$$t = 8,28$$

So, t-test or $t_{\text{counting}} = 8,28$

To know degree of freedom (df) is used the formula:

$$N_1 + N_2 - 2$$

$$Df = 25 - 25 - 2$$

$$Df = 48...?$$

Df is shown in the list of t-table out df is: 2,011.

So Distribution of table 48= 2,011.

To determine the hypothesis, formula the t-test and the distribution t-table are applied the result show that t-critical must be higher than the t-table. The hypothesis testing is done in order to know whether it is accepted or rejected.

After analyzing the data into the t-test, the score was 8,28. If this consulted to critical score product moment degree of freedom (df) N_1+N_2-2 or $25+25-2 = 48$. So, the critical score of t-table with the significant 0.05 was 2,011. So, it is concluded that $t\text{-score} > t\text{-table}$.

So, this research successfully, H_a is accepted and it revealed that hypothesis of using the REDW (Read, Examine, Decide, Write) Strategy on students' reading comprehension was effective because reading comprehension using REDW (Read, Examine, Decide, Write) strategy get higher scores than without using the REDW (Read, Examine, Decide, Write) strategy.

CONCLUSION

This study used quantitative research methods, including the total sample approach for sampling and pre-test and post-test for data collecting, in which students were given the test multiple choices. In a later study, students, enjoyed reading amazing texts and did not readily become bored, and this strategy can provide encouragement in the teaching and learning process. Based on the result of the previous chapter's data analysis, it was that H_a is approved and H_o is refused, which suggest that the REDW (Read, Examine, Decide, Write) method significantly affects students' on reading comprehension in the descriptive text at

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the second grade of SMK-1 Swasta Daerah Sei bejangkar. The study's findings support the REDW (Read, Examine, Decide, Write) strategy's effectiveness in improving reading comprehension of descriptive text. The research concludes that the REDW (Read, Examine, Decide, Write) Strategy can make learning more exciting based on the data analysis. The learning process will be enjoyable for the students and not boring. Students become more interactive and enthusiastic as a result of this strategy.

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