

**A COMPARATIVE STUDY ON READING COMPREHENSION BETWEEN  
THE STUDENTS TAUGHT BY USING READ, EXAMINE, DECIDE  
AND WRITE (REDW) STRATEGY AND THOSE TAUGHT  
BY USING CONVENTIONAL TEHNIQUE AT  
THE GRADE ELEVEN STUDENTS OF  
SMA N 1 ENOK**



**By**

**AKE ANDRIANI**

**NIM. 1071400003**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1433 H/2012 M**

**A COMPARATIVE STUDY ON READING COMPREHENSION BETWEEN  
THE STUDENTS TAUGHT BY USING READ, EXAMINE, DECIDE  
AND WRITE (REDW) STRATEGY AND THOSE TAUGHT  
BY USING CONVENTIONAL TEHNIQUE AT  
THE GRADE ELEVEN STUDENTS OF  
SMA N 1 ENOK**

Thesis

Submitted to Fulfill One of Requirements  
for Undergraduate Degree in English Education  
(S.Pd.)



By

**AKE ANDRIANI**

**NIM. 1071400003**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1433 H/2012 M**

## **ABSTRACT**

Ake andriani. 2011. A Comparative Study on Reading Comprehension between the Students Taught by Using Read, Examine, Decide, and Write (REDW) Strategy and Those Taught by Using Conventional Technique at The Grade Eleven Year Students of SMA N 1 Enok.

The teaching of reading at SMA N 1 Enok was based on the approach of conventional strategy. The consequence of the way that English as foreign language reading is taught was many students do not actually able to comprehended English text. The purpose of this research to investigate the whether students who were taught by using Read, Examine, Decide, and Write (REDW) Strategy have better scores than those who were taught based on the approach of conventional strategy in their reading comprehension.

To do this research, two groups of students (experimental and control group) at the grade eleven of SMA N 1 Enok participated in this research. Each group had different treatment; experimental class was treated by Read, Examine, Decide, and Write (REDW) Strategy and control class was treated by conventional strategy. This research was done for eight meetings. The data had been collected by administering reading comprehension test to experimental and control groups at beginning and the end of the research. The instrument consists of 20 reading comprehension questions. The test item had been made based on the indicators of reading comprehension. The researcher checked the reliability of the instrument by analyzed the try out result by using Hoyt's formula.

To describe whether the hypothesis is accepted or rejected, the researcher used the analysis of observation and t-Test formula. The formula was calculated by using SPSS for windows. Pretest result in each research classes showed that both experimental and control classes were almost similar in reading comprehension achievement. As conclusion, according to the result of the hypothesis testing, there is significant difference between teaching by using Read, Examine, Decide, and Write (REDW) Strategy and conventional technique. Teaching reading by using Read, Examine, Decide, and Write (REDW) Strategy is effective to improve students' reading comprehension achievement at grade eleven of SMA N Enok.

## ABSTRAK

Ake Andriani. 2012. Perbandingan Pengajaran antara Penggunaan REDW (read, examine, decide and write) strategy dengan Tehnik Tradisioanal pada Pemahaman Memebaca Siswa Kelas Sebelas SMA N 1 Enok.

Pengajaran memebaca pada SMA N 1 enok masih berdasarkan pengajaran dengan pendekatan tehnik *tradisioanal*. Konsekuensi dari cara bagaimana siswa tersebut diajar bagaimana banyaknya siswa yang tidak mampu memahami teks bahasa inggris. Tujuan penelitian ini adalah untuk menginfestigasi apakah siswa yang diajarkan dengan strategy *REDW* (*read, examine, decide and write*) memiliki nilai lebih baik daripada siswa diajarkan tehnik tradisional terhadap pemahaman membaca mereka.

Dalam pelaksanaan penilitian ini, dua kelompok siswa ( kelompok experiment dan dan kelompok control) pada kelas sebelas di SMA N 1 Enok berpartisipasi dalam penelitian ini. Tiap kelompok mendapatkan perlakuan yang berbeda; kelas experiment diajarkan menggunakan stategi *REDW* (*read, examine, decide and write*) dan kelas control diajarkan dengan *tehnik tradisioanal*. Penelitian ini dilaksanakan selama delapan pertemuan. Data penelitian dikumpulkan melalui tes pemahaman membaca pada kelas experimen dan kelas control diawal dan di akhir pertemuan. Instrumen tersebut terdiri dari 20 pertanyaan pemahamn membaca. Butir pertanyaan dibuat berdasarkanindicator dari pemahaman membaca. Peneliti mengecek reliabilitas instrument dengan menganalisa hasil *try out* dengan menggunakan rumus Hoyt.

Untuk menjelaskan apakah hipotesa diterima dan ditolak , penelitian menggunakan analisa observasi dan *t*\_Test . Rumus tersebut dihitung dengan menggunakan program SPSS. Hasil *pretest* pada tiap-tiap kelas penelitian menunjukkan bahwasanya kedua kelas memiliki hasil pemahaman membaca yang sama. Sedangkan hasil *posttest* menunjukkan adanya perbedaan yang jelas dari hasil pemahaman membaca mereka. Sebagai kesimpulan, merujuk kepada hasil uji hipotesa, ada perbadaan yang signifikan antara pengajaran dengan menggunakan *REDW* (*read, examine, decide and write*) dengan *tehnik tradisioanal*. Permengajarkan membaca dengan menggunakan stategi *REDW* (*read, examine, decide and write*) ternyata efektif untuk meningkatkan hasil pemahaman membaca siswa pada kelas sebelas di SMA N 1 Enok.

## LIST OF CONTENTS

	<b>Pages</b>
<b>SUPERVISOR APPROVAL</b>	
<b>EXAMINER APPROVAL</b>	
<b>ACKNOWLEDGMENT</b> .....	i
<b>ABSTRACT</b> .....	iv
<b>LIST OF CONTENTS</b> .....	vii
<b>LIST OF TABLES</b> .....	viii
<b>LIST OF APPENDIXES</b> .....	ix
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem.....	1
B. The Definition of the Term.....	4
C. The problems .....	5
D. The Objectives and Significance of the Research .....	7
<b>CHAPTER II REVIEW OF LITERATURE</b>	
A. The Theoretical Framework .....	9
B. Relevant Research .....	21
C. The Operational Concept.....	22
D. The Assumption and Hypothesis .....	23
<b>CHAPTER III RESEARCH METHODOLOG1</b>	
A. The Location and Time of the Research.....	25
B. The Subject and Object of the Research.....	25
C. The Population and Sample .....	25
D. The Technique of the Data Collection.....	26
E. The Technique of Data Analysis .....	32
<b>CHAPTER IV PRESENTATION OF THE DATA ANALYSIS</b>	
A. Data Presentation .....	34
B. Data Analysis.....	39
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	45
B. Suggestions .....	46

## LIST OF TABLE

Table III.1	Research Design.....	24
Table III.2	The Population and Sample of the Research .....	25
Table IV.1	Students Pretest and Posttest Score of Reading Comprehension Test in Control Class .....	36
Table IV.2	Students' pretest and posttest score of reading comprehension test in Experiment Class.....	37
Table IV.3	The description of pretest result .....	41
Table IV.4	The frequencies of output of pretest analysis .....	39
Table IV.5	Paired Samples Statistics .....	42
Table IV.6	Paired Samples Correlations .....	42
Table IV.7	Paired Samples Test .....	43

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Reading is one of English subjects. It is one of the main language skills that must be learned and developed by students. It is a basic tool of education every day. It is an activity with a purpose. It can help to get information. According to Julian Bamford and Richard R. Day, the function of reading to get information such as in newspapers, books, magazines etc.<sup>1</sup> Reading is a process of grasping the meaning of the words or the writer's idea about the topic. Furthermore, grasping here means comprehending. Comprehension or the ability to find the meaning of what has been is dominant goal reading. Françoise Grellet defines "reading comprehension involves understanding of words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose, making judgment in evaluation."<sup>2</sup> H. Douglas Brown also states that reading ability will best be developed in association with writing, listening, and speaking activity. It means that in language teaching, the teachers have to teach four

---

<sup>1</sup>Julian Bamford, and Richard R. Day, *Extensive Reading Activities for Teaching Language*. (United State of America: Cambridge University Press, 2004), p.2

<sup>2</sup>Françoise Grellet, *Developing English Skill*. (Cambridge: Cambridge university press, 1986), p. 5

language skills (reading, speaking, listening, and writing)<sup>3</sup>.

The aims of teaching reading are only to make the students able to read the English texts effectively and efficiently, to understand the explicit structure of the text, but also to comprehend the implicit meaning of the text. Studying English in the school is not far from the genre of the text. The aim of teaching reading is to make the students able to read the English text and respond the meaning in monologue text or essay accurately, fluently, and contextually in the form of the text such as report, narrative, and hortatory exposition.<sup>4</sup> Reading comprehension is an important skill that must be learned and developed by students. It is not easy to process. It needs long time to develop and improve their reading comprehension. Reading comprehension is not only a process of knowing the meaning of the words semantically, but also a process of catching the idea of the text whether it is stated or not.

SMA N 1 Enok uses school based curriculum (KTSP) as the guide of English as process of learning. It is located in Enok, Indragiri Hilir. Many subjects are taught in this school. English also taught as a main subject. English has been taught twice a week with duration 45 minutes for one-hour-learning process. In teaching learning process, the students have been taught many vocabularies, grammar, and genre of English text in order to make

---

<sup>3</sup> Brown, H. Douglas, *Teaching by Principles: An interactive Approach to Language Pedagogy*. (San Francisco, California: State University, 1994), p.283

<sup>4</sup> *Syllabus* of SMAN 1 Enok 2009/2010. Unpublished.p.24

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

By looking this problem, the writer found symptoms as follows:

1. Some of students are not able to understand the topic well.
2. Some of students cannot find main idea in the paragraph text.
3. Some of students cannot find the topic in the paragraph of text.
4. Some of students are not able to get information from the text.

The writer assumes that some of students' difficulties in comprehending the reading text can be caused by the uninteresting teaching strategy that has been used by the teacher. It means that the teacher should make the students be motivated. The writer applies a strategy to increase their reading skills: identifying main idea, certain information, and topic in

the text. One strategy in simulating the students to follow their reading comprehension is Read, Examine, Decide and Write (REDW) strategy. REDW is primarily intended for reading materials that the individual is having understanding difficulty. The REDW strategy helps students understand the information in reading text.<sup>5</sup>.

From the symptoms, the writer is interested in carrying out the research entitled: A Comparison on Reading Comprehension between Who Taught by Using Read, Examine, Decide, and Write (REDW) Strategy and Who Taught by Using Conventional Technique at The Grade Eleven Year Students of SMA N 1 Enok.

## **B. The Definition of the Terms**

The writer uses some specific terms in this study. In order to avoid misunderstanding and misinterpreting, the writer provides the definitions of all the terms used in this study, as follows:

1. Comparison; in this research, comparison means to know comparison between the influence of Read, Examine, Decide and Write (REDW) strategy and conventional technique in improving reading comprehension at the grade eleven students SMA N 1enok.
2. REDW; in this research, Read, Examine decide and Write (REDW) is a strategy to grade eleven students to help understand the information in

---

<sup>5</sup><http://studyskills6.wikispaces.com/REDW>. Retrieved on June, 6, 2010. 10:25

Reading text, especially to find main idea. The processes are read the text, and then examine the important word. For each sentence, write on a sheet of paper the words that tell what the sentence is about. And then reread the words. Write for each sentence in the paragraph. Decide which sentence contains the words; write that best describe the main idea of the paragraph. The last, write the main idea for each paragraph.

3. Strategy; in this research, strategy means method deals with the way used by grade eleven students SMA N 1 Enok to comprehend reading text.
4. Reading comprehension; in this research, the comprehension means an exercise given to the students to test how well they understand the text. The students of SMA 1 Enok can find the main idea correctly.

## **C. The Problems**

### **1. The Identification of the Problem**

Based on the background and the symptoms above, it is clear that the grade eleven students of SMA N 1 Enok have many problems in understanding the reading text although they have taught by their teacher. So, to make clear, the writer will identify the problems as follows:

- a. Why are some of students not able to understand the topic well?
- b. Why some of students cannot find main idea in the paragraph?
- c. Why some of students cannot find the topic in the paragraph of text?

- d. What are the factors that caused most of students not able to get information from the text?

## **2. The Limitation of the Problem**

There are many problems in this research. Thus, the writer focuses on the influence of applying Read, Examine, Decide and Write (REDW) strategy on reading comprehension at grade eleven students of SMA N 1 Enok.

## **3. The Formulation of the Problem**

Based on the limitation of the problem, the writer formulates the problem of this research as following questions:

- a. How is student's reading comprehension in learning English taught by using conventional technique?
- b. How is student's reading comprehension in learning English taught by Read, Examine, Decide and Write (REDW) strategy?
- c. Is there any difference comparative on student's reading comprehension taught by Read, Examine, Decide and Write (REDW) strategy and conventional technique at the grade students of SMA N 1 Enok?

## **D. The Objectives and Significance of the Research**

### **1. The Objectives of the Research**

- a. To find out student's reading comprehension in learning English before being taught by using REDW (read, examine, decide and write) strategy
- b. To find out student's reading comprehension in Learning English after taught by using REDW (read, examine, decide and write) strategy
- c. To find out whether there is any significant difference by using Read, Examine, decide and Write (REDW) strategy on reading comprehension at grade eleven students of SMA N 1 Enok.

### **2. The Significance of the Research**

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

#### **a. The Teacher**

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

#### **b. The Student**

To give information about the students' reading comprehension after being taught by using REDW (read, examine, decide and write)

strategy and to know how the students use REDW strategy when they are reading the text. REDW strategy is the affectively way to find main idea of the text.

c. Curriculum Development

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

## CHAPTER II

### REVIEW OF LITERATURE

#### A. The Theoretical Framework

##### 1. The Concept of Reading Comprehension

Many experts have shared their own thoughts about the definition of reading. According to Bamford and Day, the function of reading is to get information such as in newspapers, books, magazines etc.<sup>1</sup> The ideas above also expressed by Murni Jamal, et.al

“reading is way of getting the meaning or the knowledge from the printed page such as textbooks, newspapers, magazines, and novels. Nowadays, the scope of reading media enlarged not only to printed media but also by using Internet”.<sup>2</sup>

According to Michael F. Graves et.al, reading is process which the reader searches the meaning in what she read.<sup>3</sup>

From the definition above, the writer concludes that reading is a process grasping the meaning of the words or the writer’s idea about the topic. Furthermore, grasping here means comprehending. Comprehension or the ability to find the meaning of what dominant goal of reading is.

Grellet defines “reading comprehension involves understanding of

---

<sup>1</sup>Julian Bamford, and Richard R. Day. Loc. cit

<sup>2</sup>Murni Jamal, et.al, *Improving Reading Skill in English*. (Jakarta: Kencana, 2006) p.

<sup>3</sup>Michael F. Graves. *Teaching Reading the 21 ST Century*. ( USA :A Person Education Company 2001)p. 2

words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose, making judgment in evaluation."<sup>4</sup> According to Anderson et al in Janette K. Klinger, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>5</sup> According to William Grabe in Jack C. Richards and Willy A. Renandya, reading for comprehension is raising the reader awareness of main idea in the text and exploring the organization of the text.<sup>6</sup> According to Anderson et.al, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Among the ideas above, the writer agrees with Grallet's idea that reading comprehension is involving understanding of words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose, making judgment in evaluation. Reading is an important skill of English learning that should be developed by the foreign language learners. Beside of lexical knowledge, grammatical, cultural meaning, connection between sentence, paragraph structure and the organization of word, the effective reading must have

---

<sup>4</sup>FrancoiseGrellet. Loc. Cit

<sup>5</sup> Janette K. Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*. ( London: Guildford press, 2007),p.2

<sup>6</sup> Jack C. Richards, and Willy A Renandya, *Methodology in Language Teaching, an Anthology of Current Practice*. ( Cambridge University Press ),p. 277

the strict purpose.

Good comprehension happens when the readers are aware of the main ideas and are able to explore the organization of the text. Writer defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. According Nell K Duke and P. David person, comprehension entails three elements: (1) The *reader* who is doing the comprehending, (2) The *text* that is to be comprehended, and (3) The *activity* in which comprehension is a part.

**a. The Reader**

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

- 1) Good readers are *active* readers.
- 2) From the outset, they have clear *goals* in mind for their reading. They constantly *evaluate* whether the text, and their reading of it, is meeting their goals.
- 3) Good readers typically *look over* the text before they read, noting such things as the *structure* of the text and text sections that might be most relevant to their reading goals.
- 4) As they read, good readers frequently *make predictions* about what is to come.

- 5) They read *selectively*, continually making decisions about their reading—what to read carefully, what to read quickly, what not to read, what to reread, and so on.
- 6) Good readers *construct, revise, and question* the meanings they make as they read.
- 7) Good readers try to determine the meaning of *unfamiliar words and concepts* in the text, and they deal with inconsistencies or gaps as needed. They draw from, compare, and *integrate their prior knowledge* with material in the text.
- 8) They think about the *authors* of the text, their style, beliefs, intentions, historical milieu, and so on.
- 9) They *monitor their understanding* of the text, making adjustments in their reading as necessary.
- 10) They *evaluate the text's quality and value*, and react to the text in a range of ways, both intellectually and emotionally.
- 11) Good readers *read different kinds of text differently*.
- 12) When reading narrative, good readers attend closely to the setting and characters.
- 13) When reading expository text, these readers frequently construct and revise summaries of what they have read.
- 14) For good readers, text processing occurs not only during “reading” as we have traditionally

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

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

**b. The Text**

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

The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged.

### c. The Reading Activity

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

In English curriculum for senior high school, there are five purposes of reading. They are:

- 1) Finding the factual information. It requires reader to scan specific details. According to Bamford and Day, the function of reading is to get information such as in newspapers, books, magazines etc.<sup>8</sup>
- 2) Finding main idea. Reading is concerned with meaning to a greater extent than it is with form. An efficient reader not only understands the ideas but also the relative significance as expressed by the writer.

---

<sup>7</sup> Nell K. Duke, and P. David Person, *Effective Practices for Developing Reading Comprehension*. (2002). Retrieved on 22 January 2011 from <http://www.scholastic.red.com>

<sup>8</sup> Julian Bamford, and Richard R. Day. Loc. cit

- 3) Finding the meaning of vocabulary in context. It means that the reader could develop this guessing ability to the word, which is not familiar with him, by relating the close meaning of unfamiliar words to the text and the topic of the paragraph of sentence that is read.
- 4) Identifying the reference. The author use words or phrases.
- 5) Making the inference from reading text. Inference is a skill where the reader has to able to read between the lines.

Those purposes are aimed to increase the students, motivation in learning in English. Besides that, it gives both the teachers and learners a graph of being done. Furthermore, it keeps the students on track and reminds the teacher of way to prompt appropriate reaction and activities.

According to Harris and Smith, there are five factors of reading comprehension<sup>9</sup>. There are:

- 1) Background Experience

In reading activity, by having background experience the pupil will be easy to comprehend the reading text.

- 2) Language Ability

In the process of reading comprehension, language ability is important. One must have basic knowledge of English language

---

<sup>9</sup>A. Larry Harris, and Smith B Carl, *Reading Instruction*. (New York: 1986), p.48

such as syntax, semantic, etc. in order to read a reading text.

### 3) Thinking Abilities

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

### 4) Affection

Affective factors are important to comprehension educators are increasingly recognizing that the students' interest, motivations, attitudes, beliefs and feeling are important factors that cannot be taken for granted or ignored in educational process.

### 5) Reading Purpose

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

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

## 2. The Technique and Strategy of Reading Process

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

- a. Strategies help to improve reading comprehension as well as efficiency in reading.
- b. By using strategies, students will be reading in the way expert reader do.
- c. Strategies help readers to process the text actively to monitor their comprehension and to connect what they are reading to their own knowledge and to other parts of the text.<sup>10</sup>

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

---

<sup>10</sup>Jack Richard and Willy A Renandia, op.cit p. 289

condition of place where it is taught and also students' condition.

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

### **3. REDW (Read, Examine, Decide and Write) Strategy**

REDW (read, examine, decide and write) is a strategy to help students get information. REDW is usually used for textbooks or other material that the individual cannot understand even though the individual has attempted to understand the information by reading the material very slowly and carefully.

REDW is primarily intended for reading materials that the individual is having difficulty understanding. The using of REDW strategy is to help students understand the information in reading comprehension.<sup>11</sup> As a result, REDW is usually used for textbooks or other material that the individual cannot understand even though the

---

<sup>11</sup><http://studyskills6.wikispaces.com/REDW>.  
Retrieved on June, 6, 2010. 10:25

individual has attempted to understand the information by reading the material very slowly and carefully.

REDW is a good strategy to use to find the main idea in each paragraph of a reading assignment. Using this strategy will help the students comprehend the information contained in your assignment. Each of the letters in REDW stands for a step in the strategy.

As is suggested by the words that make up the name of the strategy, REDW consists of four separate steps. They are:

**a. Read**

Read is the first process when the reader to comprehend the text. Reading purpose is to get information or knowledge. When the reader wants to get a something in the text, the reader should read. The students read the entire paragraph to get an idea of what the paragraph is about. The students may find it helpful to whisper the words as the students read or to form a picture in your mind of what you are reading. Purpose of reading is search the meaning. According to Michael F. graves, et.al, that reading is a process when reader actively searches the meaning what she read. <sup>12</sup> After the students read and get the general idea of what the paragraph is about, after they go to examine.

---

<sup>12</sup>Michael F. Graves loc.cit

**b. Examine**

Examine is second process when the reader comprehend the text. The purpose of examine is to identify the word in the text. The students examine each sentence in the paragraph to identify the important words. Ignore the words that are not needed to tell what the sentence is about. If they are allowed to, draw a line through the words to be ignored. For each sentence, write on a sheet of paper the words that tell what the sentence is about.

**c. Decide**

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

**d. Write**

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

## **B. Relevant Research**

1. Yaimin (2008). The project that entitles “The Application of Questioning strategies Improving the second year Student’s Reading Comprehension Achievement at Madrasah Aliyah Hidatullah Mubtadi’in Bandar Sungai, Kec. Sungai Apit, Regency of Siak Sri Indrapura”. It was experimental research. In this research, he found that the teacher have a difficulty in teaching reading comprehension. He conducted the questioning strategy to help students’ reading comprehension.
2. Sri Wastuti (2005). In her resercher, she focussed on the effect of calaborarive strategic reading toward the second year student’s reading comprehension ahievement at SLTP N 20 Pekanbaru. She found that mean score of experimental group taught by using callaborative strategic reading was 82,75, while the nean score of control group taught by using traditional reading calssroom was 75,75. That meant there was any signitificant different between callaborative strategic reading for reading comprehension achievement and using traditional reading classroom method for reading achievement. Forthermore, t-test in this research was 3,5 and t-table was 2,00.

### C. The Operational Concept

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

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

1. The students read text or passage well.
2. The students identify the important words of the text.
3. The students decide the best idea of the text after read the text.
4. The students find main idea of the text after read the text.
5. The students write the main idea well.

Variable Y: Reading Comprehension

1. The students are able to identify main idea the reading text.
2. The students are able to answer the question related to the text.
3. The students are able to grasp the meaning of vocabulary in context that is available in the reading texts correctly.
4. The students are able to make inferences from reading texts.

## **D. The Assumption And Hypothesis**

### **1. Assumption**

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

### **2. Hypothesis**

The hypothesis in this research is:

Ho : There is no significant influence of using REDW (read, examine, decide and write) strategy toward the students' reading comprehension.

Ha : There is significant influence of using REDW (read, examine, decide and write) strategy toward the students' reading comprehension.

### CHAPTER III

#### RESEARCH METHODOLOGY

The research is designed systematically in order to analyze the data of the respondents of the research on their students' reading comprehension. The type of this research is causal-comparative research. According to Gay, causal comparative research, the researcher attempts to determine the cause, or reason, for preexisting differences in groups of individuals<sup>1</sup>. In conducting this research, two classes of eleven grade students of SMAN 1 Enok were involved. The students were administered by giving pretest at the beginning to know their abilities in reading comprehension. At the middle, they were given the different treatment. At the end, they were given posttest. In brief, the research was designed by the following table.

**Table III.1**  
**Research Design**

<b>Class</b>	<b>Sampling</b>	<b>N</b>	<b>Treatment</b>	<b>Posttest</b>
Experiment	Cluster	30	REDW (read, examine, decide and write) strategy	Reading comprehension test
Control	Cluster	30	Conventional technique	Reading comprehension test

---

<sup>1</sup> L.R Gay and Peter Airasian, *Educational Research*. (New Jersey: 2000) p. 349

### A. The Location and Time of the Research

The research was conducted at the grade eleven SMA N 1 Enok District Indragiri Hilir Regency. It is located at Teratai Street. The curriculum of the school is schoolbased curriculum. The duration of time in conducting this research was three months. It started from July 2011. Then, it ended on September 2011.

### B. The Subject and Object of the Research

The subject of this research was at the grade eleven year students of SMA N 1 Enok, while the object of this research was the students' reading comprehension through REDW (read, examine, decide and write) strategy.

### C. The Population and Sample

**Table III.2**  
**The Population and Sample of the Research**

No	Class	Population	Sample
1	IX IPS I	30	Experiment class
2	IX IPS II	30	Control class
Total		60	60

*Source: (Document of SMA N 1 Enok Academic Year 2010/2011)*

From the table above, it is seen that the total of population was 120. In addition, in taking sample of the population the researcher used cluster-sampling technique. The researcher took only two classes from three classes as sample of the research. Furthermore, the sample of this research was 30 students. The sample was divided into two groups. The first group was

experimental class, it consisted of 30 students and the other one was control class that consisted of 30 students.

#### **D. The Technique of the Data Collection**

##### **1. Observation**

In this research, the writer observed by using REDW (read, examine, decide and write) strategy. Based on the several items that concern with REDW (read, examine, decide and write) strategy, the writer used two options to observe it, they were “yes” or “no”.

##### **2. Test**

The writer used two kinds of test in order to find out whether there is or no significant of the use of REDW (read, examine, decide and write) strategy to increase students reading comprehension. The test consisted of pre-test and pos-test. The test was done by giving students a passage answer the questions. The instrument considered of 20 reading comprehension question. If a student answered all the item of the test correctly, his or her score was 100. The test item was made based on the indicators of reading comprehension achievement as stated in operational concept.

##### **a. Instrument**

To check the validity and the reliability of the test, the researcher gave the students test materials that they never read them

before.

### 1) Testing validity

Validity is the degree to which a test measured what it is supposed to be measured. In this research, instrument validity includes content validity, construct validity, and item analysis. Content validity is the degree to which test measure an intended content area. It requires both items validity and sampling validity. Item validity is concerned with whether the test item are relevant to the intended content area and sampling validity is concerned with how well the test sample represent the total content area.

### 2) Test reliability

Instrument reliability was analyzed by using Hoyt's formula. The following were the steps of Hoyt's formula analysis as suggested by Arikunto.<sup>2</sup>

**Step 1.** The sum of respondents' square:

$$JK_{(r)} = \frac{\sum X_1^2}{k} - \frac{(\sum X_1)^2}{(k \times N)}$$

Where

$JK_{(r)}$  = The sum of respondent square

k = The sum of item

---

<sup>2</sup>Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktek*. (Jakarta.2006).p 191

$N$  = The sum of respondent

$X_1$  = Total square of each respondent

**Step 2** The sum of the item square:

$$JK_{(b)} = \frac{\sum B^2}{N} - \frac{(\sum B_1)^2}{k \times N}$$

Where

$JK_{(b)}$  = The sum of item square

$\sum B^2$  = The sum of all correct item square

$(\sum B_1)^2$  = The square of total score

**Step 3.** The sum of the total square :

$$JK_{(t)} = \frac{(\sum B) (\sum S)}{(\sum B) + (\sum S)}$$

Where

$JK_{(t)}$  = The sum of total square

$B$  = The sum of correct items

$S$  = The sum of wrong items

**Step 4.** The sum of the test square:

$$JK_{(s)} = JK_{(t)} - JK_{(r)} - JK_{(b)}$$

**Step 5.** using F table to find out the respondent variance and the rest variance. It needs the formula of d.b. (degree of freedom).

d.b = the number of N of each variance. 1

$$\text{Variance} = \frac{\text{the sum of square}}{d.b}$$

d.b. total = (k x N) - 1

d.b. respondent = N-1

d.b items = k-1

d.b rest = d.b. total - d.b respondent - d.b item

**Step 6.** using the hoyt's formula.

$$r_{11} = 1 - \frac{V_s}{V_r}$$

Where

$r_{11}$  = The reliability of the whole items

$V_s$  = The variance of respondent

$V_r$  = The variance of the test

### 3) Index difficulty

Before the test items would be used to get the data, all of them were tried out. This try out was intended to know the facility

value of the test. The facility value itself used to find out the level of difficulty the standard facility value was 0.30 and 0.70<sup>3</sup>. The item that could not fulfill the standard value was replaced. The facility value under 0.30 was considered difficult and above 0.70 considered easy.

In order to measure whether the items are easy or difficult, the researcher used the formula that suggested by Holton. The formula is as follow:

$$FN = \frac{R}{N}$$

Where

FV = Difficult level

R = The number of correct answer

N = The number of student

### **1. Application of REDW (Read, Examine, Decide and Write) strategy**

Each class had different treatment; experimental class was treated by REDW (read, examine, decide and write) strategy and other was not. The treatment had been given for eight meeting.

#### **a. The treatment of the experiment class**

1. Firstly, the teacher gives a reading material of the lesson to

---

<sup>3</sup>J.B Heaton, *Writing English Language Test Foreign Language Teacher*, (USA: New York, 1975), p.178

the students. Then, the student read the text.

2. Next, the student examines the statement on the material.  
As mentioned above, the students skim and scan through the paragraph while identifying in every sentence what the article states.
3. The student decides the sentence which contains the main idea of the paragraph is known to be the topic sentence, while the other words that the student have write down are words that comprise the supporting sentences and details that complete the main idea.
4. Finally the student writes the main idea of each paragraph.

b. Conventional technique of the control class

1. Firstly, the teacher explains the genre of the text, which will be used in reading material of the lesson, and usually pre teaches any new vocabulary.
2. Next, the students are divided into the some groups. The teacher instructs a member of a group to read aloud one paragraph of the text. The teacher corrects the students' pronunciation mistakes.
3. The teacher chooses a member of another group to read aloud the next paragraph of the text. This activity repeated until they read all paragraphs of the text.

4. The students translate the text. Then the students may use a dictionary to find the meaning of new vocabulary.
5. Next, the students are called on to answer the comprehension questions. Finally, the teacher leads a class discussion on the correct answers of the question from the text.

After giving treatments for eight meetings, at the end of meeting, the researcher gave posttest to both classes. Both experimental and control classes had the same reading materials in every lesson.

#### **E. The Technique of Data Analysis**

The technique of collecting data in this research was test. The type of the test was multiple choice tests which consisted of 20 items. The data were analyzed by SPSS 16.

In analyzing the data, the writer used scores of the pre-test and post test of the experimental and control group. These scores were analyzed by using statistical analysis. The different mean was analyzed by using independent sample T-test SPSS.

The following formula was T-table. It was employed to see a significant different between the mean score of both experimental and control class. The T-obtained value was consulted with the value of t-Table as degree of freedom.

Statistically hypothesis:

$$H_0 = t_0 < t_{table}$$

$$H_a = t_a < t_{table}$$

Criteria of hypothesis:

1.  $H_0$  is an accepted if  $t_0 < t_{table}$ . It can be said that there is no significant difference in reading comprehension between the students taught by using strategy.
2.  $H_a$  is accepted if  $t_a < t_{table}$ . It can be said that there is significant difference in reading comprehension between the students taught by using strategy.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

This chapter discusses the research findings. The discussion is focused to answer the research questions. As mentioned before, the findings were collected from reading comprehension test and the data were calculated by using Microsoft office excel and SPSS for windows.

#### **A. Data Presentation**

##### **1. Description of the Research Variable**

This research consisted of two variables; X, teaching using Read, Examine, Decide and Write (REDW) strategy, and Y, students' reading comprehension at the grade eleven students of SMA N 1 Enok. Therefore, X is an independent variable and Y is a dependent variable

##### **2. Data Presentation of Reading Comprehension Result**

The purpose of this research is to obtain the students' reading comprehension which are taught by using Read, Examine, Decide and Write (REDW) strategy and without using Read, Examine, Decide and Write (REDW) strategy, and to know the significant comparison between the students' reading comprehension are taught by using Read, Examine, Decide and Write (REDW) strategy and those who are taught without using Read, Examine, Decide and Write (REDW) strategy. The data were obtained from students' post-test scores of experimental and control

group. Before taking the data from the sample, the writer tried one of the second classes in order to prove whether the test was reliable or not reliable. Then, to obtain the homogeneity and normality of students' ability, the writer gave pre test and post test to XI IPS<sup>1</sup> and XI IPS<sup>2</sup>. The writer asked students to look for main idea of the text what they have read. The text used was the same in the both classes. Based on result of pre-test, it was found that XI IPS<sup>1</sup> as experimental class and XI IPS<sup>2</sup> as control class. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental group, the writer gave same texts as used in pre-test to test students' reading comprehension for their post-test at experimental group. Every student had different answers about text what they had read. In control group, the writer used same text to test students' reading comprehension. The totals of pre-test and post-test in both classes were significantly different. The total score of control group was 3435 while the highest was 75 and the lowest was 35. The total score of the experimental group was 3730, while the highest score was 85 and the lowest was 40.

The results of the tests can be seen at the enclosure page and tables.

**a. Control Class**

**Table IV.1**  
**Students' Pretest and Posttest Scores of Reading**  
**Comprehension**  
**Test in Control Class**

Students	Reading comprehension scores	
	Before Treatment	After Treatment
Students 1	55	60
Student 2	60	70
Student 3	50	55
Student 4	45	50
Student 5	55	65
Student 6	60	75
Student 7	40	50
Student 8	40	55
Student 9	50	55
Student 10	45	60
Student 11	50	55
Student 12	55	65
Student 13	60	70
Student 14	55	55
Student 15	45	60
Student 16	60	65
Student 17	55	60
Student 18	65	75
Student 19	55	60
Student 20	65	70
Student 21	50	55
Student 22	65	75
Student 23	50	65
Student 24	40	65
Student 25	35	55
Student 26	45	70
Student 27	55	60
Student 28	45	60
Student 29	50	70
Student 30	60	65

As can be seen from the table above, there were 30 students as sample in the control class. The researcher had gathered the data in form of scores (quantitative data). The scores were interpreted as the students' reading comprehension achievement before giving treatment (pre-test) and students' reading comprehension achievement after giving treatment (post-test). The treatment was teaching reading by using comprehension

question-based approach.

After giving treatments for eight meetings, the researcher analyzed the data by calculating the average scores before and after giving treatments. The result of pretest and posttest were compared to know the extent of students' achievement on reading comprehension after the taught by using comprehension question-based approach.

#### b. Experiment Class

**Table IV.2**  
**Students' Pretest and Posttest Scores of Reading**  
**Comprehension**  
**Test in Experimental Class**

Students	Reading comprehension scores	
	Before Treatment	After Treatment
Student 1	40	80
Student 2	50	75
Student 3	55	70
Student 4	45	65
Student 5	60	75
Student 6	45	80
Student 7	40	65
Student 8	45	75
Student 9	45	80
Student 10	50	70
Student 11	50	70
Student 12	60	75
Student 13	50	85
Student 14	65	70
Student 15	50	65
Student 16	45	85
Student 17	55	70
Student 18	55	85
Student 19	65	65
Student 20	60	75
Student 21	50	70
Student 22	60	80
Student 23	50	65
Student 24	40	60
Student 25	55	70
Student 26	60	75
Student 27	40	70
Student 28	55	60
Student 29	60	75
Student 30	50	75

As presented in table IV.2, the numbers of sample in experimental class were same as control class. The researcher had gathered the data in form of scores (quantitative data) from pretest and posttest. As mentioned before, the treatments that had been given to the experimental class were teaching reading by using Read, Examine, Decide and Write (REDW) strategy

After knowing the extent of students' achievement on reading comprehension after they taught by using comprehension question-based approach, next the researcher tried to know the extent can Read, Examine, Decide and Write (REDW) strategy toward reading comprehension. To do it, the researcher analyzed the data by calculating the average scores before and after giving treatments. Then the researcher showed the result in form of percentage. The following was the result of students' reading comprehension achievement in experimental class. What can be inferred related to the improvement of both control and experimental class that is the extent of students' achievement on reading comprehension in control class.

Then, in order to see significant difference between students who were taught by using Read, Examine, Decide and Write (REDW) strategy and who were taught conventional

technique at grade eleven of SMA N 1 Enok, the researcher needed to test the hypothesis.

### **3. Data Analysis**

As mentioned before, in order to analyze whether the hypothesis is accepted or rejected, the researcher used t-Test formula. The data analysis of t-Test formula describes whether the hypothesis is accepted or rejected. If the t-calculated was the same or less the critical value of t-table, so the null hypothesis was accepted. However, if the value of the t-calculated was bigger than t-table, it means the alternative hypothesis was accepted.

To do that, in the beginning, the researcher strived to see any significant different on students' reading comprehension between students' in experimental class and control class. As the result, the condition of the experimental class and control class before the treatments were given to the classes showed that there was no significant difference of result on students' reading comprehension. The data can be seen from the table below:

\

**Table IV.3**  
**The Description of Pretest Result**

Students	Class	
	Control	Experiment
Student 1	55	40
Student 2	60	50
Student 3	50	55
Student 4	45	45
Student 5	55	60
Student 6	60	45
Student 7	40	40
Student 8	40	45
Student 9	50	45
Student 10	45	50
Student 11	50	50
Student 12	55	60
Student 13	60	50
Student 14	55	65
Student 15	45	50
Student 16	60	45
Student 17	55	55
Student 18	65	55
Student 19	55	65
Student 20	65	60
Student 21	50	50
Student 22	65	60
Student 23	50	50
Student 24	40	40
Student 25	35	55
Student 26	45	60
Student 27	55	40
Student 28	45	55
Student 29	50	60
Student 30	60	50

From the data above, the researcher could analyze it in order to know the significant difference of students' reading comprehension before giving the treatments. The following table is data description of posttest result:

**Table IV.4**  
**The Description of Posttest result**

Students	Class	
	Control	Experimental
Student 1	60	80
Student 2	70	75
Student 3	55	70
Student 4	50	65
Student 5	65	75
Student 6	75	80
Student 7	50	65
Student 8	55	75
Student 9	55	80
Student 10	60	70
Student 11	55	70
Student 12	65	75
Student 13	70	85
Student 14	55	70
Student 15	60	65
Student 16	65	85
Student 17	60	70
Student 18	75	85
Student 19	60	65
Student 20	70	75
Student 21	55	70
Student 22	75	80
Student 23	65	65
Student 24	65	60
Student 25	55	70
Student 26	70	75
Student 27	60	70
Student 28	60	60
Student 29	70	75
Student 30	65	75

From the above data, the researcher could analyze it in order to know the significant difference of students' reading comprehension after giving the treatments. As mentioned before, to consider the time that would spend in analyzing the data, the researcher used SPSS for windows. The following are the output of posttest.

**Table IV.5**  
**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	REDWstrategy	72.6667	30	6.91492	1.26249
	Conventionaltehnique	62.3333	30	7.27932	1.32902

From the data analysis, mean of REDW strategy is 72, 67 and mean of conventional technique is 62, 33 for 30 students each strategy. The standard deviation of REDW strategy is 6,91 and conventional technique is 7,27. standar error mean for REDW strategy is 1,26 and for conventional technique is 1,32.

**Table IV.6**

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	REDWstrategy&conventionaltehnique	30	.540	.002

From the data analysis, the correlation between REDW strategy and conventional technique is 0,540 and significance is 0,02. It means that there is significant correlation between REDW strategy and conventional technique.

**Table IV. 7**

**Paired Samples Test**

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	REDWstrategy-conventional technique	1.03333	6.81445	1.24414	7.78877	12.87789	8.306	29	.000

From the data analysis result above, the researcher could make interpretation to the null hypothesis. To see the significant difference on

students' reading comprehension achievement between students who were taught by Read, Examine, Decide and Write (REDW) strategy and who were taught by using conventional technique at grade eleven of SMA N 1 Enok, mean of REDW strategy and conventional technique is 1,03. Standard deviation is 6, 8. Standard error mean is 1, 24. The different lower is 7,7 and different upper is 12,8. The result of t-test is 8,30 with df is 29 and significance is 0,00. The writer could interpretation with comparing the  $t_0$  with  $t_t$  which df is 29. It was found in the t-table 5%= 2.05 and 1%=2.77 so the researcher could know  $t_0$  was bigger than  $t_t$ ; is that:

$$2.05 < 8.30 > 2.77$$

Because  $t_0$  was bigger than  $t_t$ , absolutely null hypothesis ( $H_0$ ) is rejected.

#### 4. Hypothesis Testing

The following formula was T-table. It was employed to see a significant comparative between the mean score of both experimental and control class. The T-obtained value was consulted with the value of t-Table as degree of freedom.

Statistically hypothesis:

$$H_0 = t_0 < t_{table}$$

$$H_a = t_a < t_{table}$$

Criteria of hypothesis:

1.  $H_0$  is an accepted if  $t_0 < t$  table. It can be said that there is no significant comparative on reading comprehension between the students taught by using Read, Examine, Decide and Write (REDW) strategy.
2.  $H_a$  is accepted if  $t_a < t$  table. It can be said that there is significant comparative on reading comprehension between the students taught by using Read, Examine, Decide and Write (REDW) strategy.

Because  $t_0$  was bigger than  $t_t$ , absolutely null hypothesis ( $H_0$ ) is rejected. It means that there is a significant comparative of result on students' reading comprehension achievement between teaching reading by using Read, Examine, Decide and Write (REDW) strategy and the one by using conventional technique. As conclusion, according to the result of the test, teaching reading by using Read, Examine, Decide and Write (REDW) strategy is effective toward reading comprehension achievement at grade eleven of SMA N 1 Enok.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the data analysis in chapter IV, the writer can conclude that:

1. Average score of student's reading comprehension in learning English by using conventional technique is 62, 33.
2. Average score of student's reading comprehension in learning English by using Read, Examine, Decide and Write (REDW) strategy is 72, 66.
3. There is a significant comparative between Read, Examine, Decide and Write (REDW) strategy and conventional technique. The difference of average score shows that using Read, Examine, Decide and Write (REDW) strategy is better than conventional technique.

#### B. Suggestion

Teaching reading by using Read, Examine, Decide and Write (REDW) strategy can toward students' reading comprehension achievement. Based on the finding, the researcher proposes some suggestions. They are:

1. It is suggested to English teachers to teach reading by using Read, Examine, Decide and Write (REDW) strategy in order improve reading comprehension.
2. As the students' time to read English text at school is not enough, it is a

good idea for the teachers to ask the students to practice reading comprehension strategies that they have learned in Read, Examine, Decide and Write (REDW) strategy. It is suggested to the following researchers to explore other factors that can affect better improvement on reading comprehension.

## REFERENCES

- A Larry Harris and Smith B Carl. *Reading Instruction*. New York. 1986.
- Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta. 2006.
- Bamford, Julian and Richard R. Day. *Extensive Reading Activities for Teaching Language*. United State of America: Cambridge University Press. 2008.
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco, California: State University. 1994.
- Duke, K Nell and P. David Person. *Effective Practices for Developing Reading Comprehension : http reading comprehension*. 2002.
- Gay L.R and Peter Airasian. *Educational Research: A Person Education*. 2000.
- Graves, F Michael. *Teaching Reading the 21 ST Century*. Boston: A Person Education Company. 2001.
- Grellet, Françoise. *Developing English skills*. Cambridge: Cambridge University Press. 1986.
- Harmer, Jeremy. *The Practice of English Language Teaching*. New edition Longman hand books for language teachers. London. 1991.
- Hartono. *Statistic untuk Penelitian*. Jogjakarta: Pustaka Belajar. 2008.
- Heaton, JB. *Writing English Language Test Foreign Language Teacher*. New York. 1975.
- <http://studyskills6.wikispaces.com/REDW> Retrieved on June, 6, 2010. 11.06
- <http://www.studytechniques.org/reading-styles-strategies.html> Retrieved on June, 6, 2010. 10:25
- Jamal Murni. *Improving Reading Skill in English*. Jakarta: Kencana. 2006.
- Kalayo Hasibuan and Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: UIN SUSKA-Riau. 2007.

Klingner, K Janette at.al. *Teaching Reading Comprehension to Students with Learning Difficulties*. London: Guildford Press. 2007.

Longman. *Dictionary of Contemporary English*. Englan: Pearson Education Ltd. 2001

Richard, C. Jack and Willy A Renandya. *Methodology in Language Teaching, an Anthology of Current Practice*. Cambridge: University Press. 2001.

Syafi'I M. S. *From Paragraph to A research Report: A Writing of English for Academic Purpose*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive. 2007.

Syllabus of SMA N 1 Enok 2009/2010. Unpublished. 2009