

**THE USE OF READ, EXAMINE, DECIDE, WRITE (REDW) STRATEGY
IN TEACHING READING COMPREHENSION AT SENIOR HIGH
SCHOOL STUDENTS**

Paper

*Submitted as Partial Fulfillment of the Requirements to Obtain
the Strata One (S1 Degree)*



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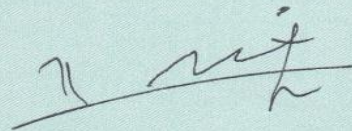
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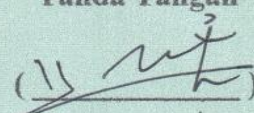
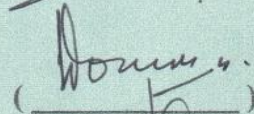

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ABSTRAK

Lovianda. 2015. *“The Use of Read, Examine, Decide, Write (REDW) Strategy in Teaching Reading Comprehension at Senior High School Student.”* Paper. English Department Student, Faculty of Languages and Arts, State University of Padang.

Makalah ini membahas tentang penggunaan *Read, Examine, Decide, Write (REDW) strategy* dalam pemahaman membaca. Setiap huruf dalam singkatan *REDW* merupakan langkah-langkah pada strategi. Pada langkah *Read*, peserta didik diminta untuk membaca wacana yang mereka pelajari. Mereka diminta untuk membaca dengan berbisik sehingga mereka mampu menciptakan gambaran makna atas apa yang mereka baca. Pada langkah *Examine*, peserta didik diminta untuk mengidentifikasi makna kosakata, frase, klausa, dan kalimat yang mereka baca. Mereka diminta untuk menganalisa kalimat dalam wacana. Pada langkah *Decide*, peserta didik diminta untuk menentukan makna kata, ide utama, bahkan menjawab pertanyaan yang telah dipersiapkan oleh guru. Pada langkah *Write*, peserta didik diminta menulis kembali di dalam buku latihan mereka tentang apa yang telah mereka pahami dari wacana. Dengan menggunakan strategi ini, dapat membantu siswa untuk berpikir kritis agar mampu menguasai keterampilan-keterampilan membaca seperti menemukan informasi faktual, gagasan utama, referensi, dan kesimpulan dalam teks. Selain itu, strategi ini melatih siswa agar mereka terbiasa untuk membaca serta menguasai kosa kata yang baru mereka temui.

Kata Kunci : *Read, Examine, Decide, and Write (REDW) Strategy, pemahaman membaca.*

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

As one of the basic skills in language, reading is no doubt as a mean in obtaining knowledge and information. In the process of reading, the readers are receiving information through the eyes, distinguishing the form of letters, and associating the letters with meaning. Most of the information is presented in written form which can be obtained from books, newspapers, magazines, the internet, and others. By reading we can expand our vocabulary, improve communication skills and effective memory, and develop the analysis skills that automatically create our critical thinking.

According to Anderson and Nunan (2008:2) reading is a process where readers combining information from a text and their own background knowledge to build meaning. Meaning does not rest on the reader or the text, but the meaning created by the reader's background knowledge that integrates with the text. Readers will use their knowledge to comprehend the texts start from words, phrases, sentences, and passages. In short, reading is an active process where the readers get ideas and information from written form and related knowledge to build a meaning.

Reading as one of the most important skills for students that have to be learned. It is a fundamental skill for learning, personal growth, and enjoyment. By reading, students will acquire key indicators to be successful both in school and in life. If they are good in reading, they will be good in other language skills

(listening, speaking, and writing). As Anderson (2003:149) states that the mastery of reading skill could help ESL/EFL learners to achieve success not only in English learning but also in other content-based classes where English reading proficiency was required. Thus, without reading their education in other subjects becomes virtually impossible.

At Senior High Schools in Indonesia, reading lesson has been taught at the first into the third year. This skill is already mentioned in the 2013 Curriculum. According to Curriculum 2013, the objective of teaching English for Senior High School students in Indonesia is to enable students to communicate and construct the written texts.

The basic competence of reading for Senior High School students is the students are able to response the meaning and rhetorical steps in essay accurately, fluently and acceptable in daily life contexts. Furthermore, Senior High School students are required to have some reading sub-skills, such as: finding the factual information, the main idea, the meaning of difficult words, the reference and the inference of the texts. Through reading, the students also become familiar with new grammar and enrich their vocabularies.

In senior high school, there are some texts that are taught. One of them is monologue text. The genres of texts which have to be learnt by the second year of senior high school are narrative, hortatory exposition, and spoof text. Among these texts, hortatory exposition text is the most difficult one. So, in this study the writer will focused on hortatory exposition text.

An exposition text is a kind of persuasive texts that has a purpose to persuade the readers that something should or should not be the case or be done. It means that writers have to express their arguments to make the readers understand and make the readers believe that the case is true or important. Therefore, in reading an exposition text, the students have to know and understand the writers' arguments and opinions about the topics.

In fact, many students have difficulties in comprehend the text. The first reason might be caused by reading infrequently. According to Croston (2005:7), reading frequently can keep students' mind stimulated. It means that by reading frequently will train their mind in collecting and processing information. Also, Guthrie & Alvermann in Croston (2005:7) state "Studies show that being a wide and frequent reader increases a student's reading achievement by 10-15 percentile points on standardized tests". It means being frequent reader can increase the reading achievement.

The second reason is the lack of interest and concentration in reading. As Royse (2001:121-134) states that although every student knows how to read, many have never learned good reading skills. They do not have positive attitude and interest to read even though they have already known that reading is important, but some of them still consider reading is a boring activity. Especially when they think that, it is hard for them to understand the content of the text.

The third reason is the failure in understanding words and sentences in a text. When they read a text, they are not interested because they usually do not understand the meaning of the words used in the text. They usually just wait

until the teacher explains it for them or asks them about the difficult words. It means that if students do not recognize or cannot understand the words or sentences of the texts they read, they will have difficulty in understanding the text. Thus, vocabulary also gives big influence in mastering reading ability because the level of vocabulary that they have will affect their understanding of the text.

Besides, the problems not only come from the students, but also from the teachers. In order to understand the text the students also need the teacher to guide them. In fact, many teachers do not provide in the way to help them on how to understand the text. It is just monotonous and uninteresting. They only ask the students to read the text, translate the whole text, and then answer the questions based on the text without give the students the explanation of the text. Also, the teacher does not measure the students' understanding about what they have read. This way occurs continuously. It cannot gain the students' reading comprehension because it does not guide them on how to comprehend a text.

Thus, the students who have poor ability in reading skill are very likely to fail in their learning or at least they will have difficulties in making progress. Based on the explanation above, it is clear that there are many problems in English reading teaching learning process. It is English teachers' responsibility to solve the problems.

There are many ways to solve the problems. One of them is the use of appropriate reading strategy in teaching reading. An appropriate reading strategy can facilitate the reading process and give the students a clear sense of what they

are reading. It also can improve the reading comprehension of the students. Heilman (2002: 232) states that reading strategies can be defined as "a plan to overcome the problems faced in understanding the meaning". Kemp in Senjaya (2008:3) also suggests that learning strategy is a learning activity that must be done by the teacher and students so that learning objectives can be achieved effectively and efficiently. Thus, strategy can be defined as a tool or a way used by the teachers and students in achieving learning goals properly and efficiently. By applying appropriate learning strategies, teachers can help students to have better reading comprehension. Besides, a good strategy that is used by the teacher can determine how effective the reading process to be done.

One of the strategies that can help students in comprehending the text they read is Read, Examine, Decide, and Write (REDW) strategy. REDW strategy is an effective strategy to improve reading comprehension of students that forces them to interact critically with the text. Wright (2004:78) states that REDW strategy is a strategy that can helps learners in reading, analyzing, deciding, and writing on what they read. Furthermore, he said that students are given the opportunity to have a critical thinking and express their thoughts on what they read in written form.

B. Limitation of the Problem

This paper will focus on teaching reading comprehension of hortatory exposition text by using Read, Examine, Decide, and Write (REDW) Strategy toward second grade of Senior High School students.

C. Formulation of the Problem

Based on the background of the problem above, the writer formulates the problem as follows: What is the implementation of teaching reading by using Read, Examine, Decide, and Write (REDW) Strategy toward second grade of Senior High School Students?

D. Purpose of the Paper

The purpose of this paper is to explain how the English teacher teaches reading by using Read, Examine, Decide, and Write strategy toward Senior High School Students.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Read, Examine, Decide, and Write (REDW) strategy is a good strategy in teaching reading comprehension. Read, Examine, Decide, and Write (REDW) strategy is an alternative strategy in motivating and developing students' reading ability. This strategy can be helpful for the teacher to create good teaching and learning atmosphere. This strategy is also applicable to be used in reading any text.

Teaching reading by using Read, Examine, Decide, Write (REDW) strategy can be applied in 2013 curriculum that has five stages. They are observing, questioning, experimenting/ exploring, associating, and communicating/ networking. The REDW strategy is applied in experimenting stage in 2013 curriculum. Each of the letters in REDW stands for a step in strategy. In read phase, students read the entire of first paragraph of the text that they are going to learn. In examine phase, the students examine each sentence in the paragraph to identify the important words by underlining the words that tell what the sentence is about. In decide phase, students reread the words that they wrote for each sentence in the paragraph then decide which sentence contains the words that they wrote that best describe the main idea of the paragraph. In the last phase, write phase, the students write the main idea by their own words for each paragraph in their notebook.

By using REDW strategy, teacher can create fun activity that can motivate students to read. The main strength of REDW strategy in reading is to gives the students an opportunity to make the ideas of each paragraph of the text based on their reading comprehension by their own words and helps them to enrich their vocabularies.

B. Suggestion

From the conclusion above, it is suggested for the teachers to use this strategy for more than one meeting, so that they can give homework and ask the students to work together. The English teachers are also forced to be more creative. For example, they have to find interesting topic which is in line with the curriculum and can help the students in making their own ideas related to the topic, so that the text can be easily understood by the students.

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