

**THE EFFECT OF REDW (READ, EXAMINE, DECIDE, WRITE) STRATEGY
AND READING SELF EFFICACY TOWARD STUDENTS' READING
COMPREHENSION OF DESCRIPTIVE TEXT AT FIRST GRADE
STUDENTS OF SMP TRI BHAKTI PEKANBARU**

THESIS



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ABSTRAK

Hafizah Rahmona. 2017. Pengaruh Strategi Read-Examine-Decide-Write (REDW) dan Potensi Diri Siswa dalam Kegiatan Membaca terhadap Pemahaman Membaca Siswa pada Teks Deskripsi di kelas Satu SMP Tri Bhakti Pekanbaru. Tesis. Program Pendidikan Bahasa Inggris. Pasca Sarjana Universitas Negeri Padang.

Penelitian ini bertujuan untuk menemukan dampak penggunaan strategi Read-Examine-Decide-Write (REDW) dan tingkat potensi diri membaca siswa terhadap pemahaman membaca siswa. Desain penelitian ini adalah penelitian eksperimen semu dengan rancangan faktorial 2×2 . Populasi penelitian ini adalah siswa kelas VII SMP Tri Bhakti Pekanbaru, tahun ajaran 2016/2017. Tes pemahaman membaca dan angket potensi diri digunakan sebagai instrumen penelitian. Kemudian, data penelitian diolah menggunakan rumus uji t and Anova dua arah. Analisis data dan interpretasi menunjukkan bahwa (1) kelompok siswa yang diajar dengan strategi REDW memiliki kemampuan membaca teks deskriptif yang lebih baik daripada siswa yang diajar dengan strategi QAR. Hal ini dibuktikan dengan hasil uji t, di mana nilai t_{hitung} lebih besar dari t_{tabel} , (2) kelompok siswa dengan potensi diri yang tinggi terhadap membaca yang diajar dengan strategi REDW memiliki pemahaman membaca teks deskriptif yang lebih baik daripada siswa yang diajar dengan QAR. Hal ini dibuktikan dengan hasil uji t, di mana t_{hitung} lebih besar dari t_{tabel} , (3) kelompok siswa dengan potensi diri yang rendah terhadap membaca yang diajar dengan strategi REDW memiliki pemahaman membaca teks deskriptif yang lebih baik daripada siswa yang diajar dengan QAR. Hal ini dibuktikan dengan hasil uji t, di mana t_{hitung} lebih besar dari t_{tabel} , dan (4) tidak terdapat interaksi antara kedua strategi dan potensi diri siswa terhadap kemampuan siswa dalam pemahaman membaca teks deskriptif, di mana nilai F_{hitung} lebih kecil daripada F_{table} . Kesimpulannya, strategi REDW memiliki hasil yang signifikan terhadap pemahaman membaca siswa dibandingkan dengan strategi QAR dan tidak terdapat interaksi antara strategi pembelajaran dan efikasi diri terhadap pemahaman membaca siswa.


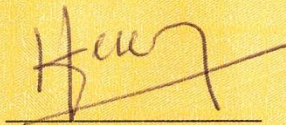
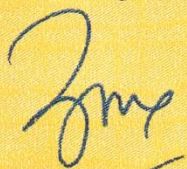
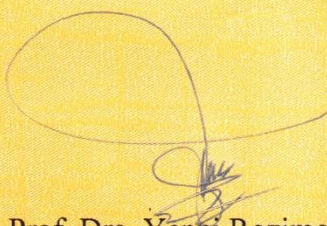
ABSTRACT

Hafizah Rahmona. 2017. The Effect of REDW (Read, Examine, Decide, Write) Strategy and Reading Self Efficacy Toward Students' Reading Comprehension of Descriptive Text at First Grade Students of SMP Tri Bhakti Pekanbaru. Thesis Graduate Program State University of Padang.


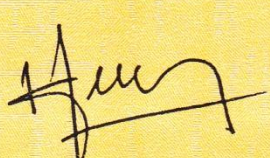

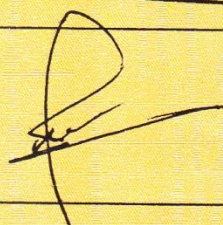
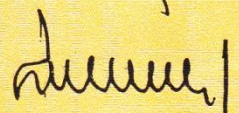
The research aimed to finding out the effect of REDW (Read, Examine, Decide, Write) strategy and reading self-efficacy on students' reading comprehension of descriptive texts. The design of this research was an experimental research with factorial design 2x2. The population of the research was the first grade students of SMP Tri Bhakti Pekanbaru in 2016/2017 academic year. Reading comprehension test and reading self-efficacy questionnaire were used as the instruments of the research. Then, the data were analyzed by using t-test and Two Ways Anova formula. The findings of the research indicated that (1) students taught by using REDW strategy had better reading comprehension of descriptive texts than those who are taught by using QAR strategy. It was proven by the result of t-test indicating that t_{observed} was bigger than t_{table} , (2) students who had high reading self-efficacy taught by using REDW strategy had better reading comprehension of descriptive texts than those who were taught by using QAR. It is proven by the result of t-test indicating that t_{observed} was bigger than t_{table} , (3) students who had low reading self-efficacy taught by using REDW had better reading comprehension of descriptive texts than those who were taught by using QAR. It is proven by the result of test indicating that t_{observed} was bigger than t_{table} , and (4) there was no interaction between both strategies and reading self-efficacy toward students' reading comprehension of descriptive texts where F_{observed} was less than F_{table} . In conclusion, REDW strategy had significant results on students' reading comprehension significantly than QAR strategy and there was no interaction between teaching strategies and reading self-efficacy on student' reading comprehension.

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Saya yang menyatakan,



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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of language skills that must be mastered by English learners. In reading, the learners are actively responsible for making sense and catch the idea of the text. Unlike speaking, reading has different way in the interaction with the readers because the writer is not available. Through reading a text, the readers can relate information from resources to create meaning of the text.

To master reading skill, students need good comprehension in reading activity. Reading comprehension is the ability to construct the meaning from the text. It means that the students must be able to get a deeper understanding of the information which is presented in a text. The teaching of reading will not be successful if students can only read words or sentence without understanding the message within the text. Therefore, students are not only expected to be able to read the text but also to comprehend it.

For some students, they had difficulties to know the words in the text and they had low understanding of the message from the text. The students probably knew the words but they did not know the meaning of the text. Some students might know the meaning of the words or vocabularies of the text but they could not get the message of the text. Even, there are some students who don't know the meaning of the text at all. In addition, the students also still had difficulties to understand the generic structure and the language features of the text.

At Junior High School Tri Bhakti Pekanbaru, the school implements School Based Curriculum (SBC) as the guidance in teaching learning process. Based on SBC, at the second semester of the first year, reading is taught 2 meetings x 45 minutes in a week. The basic competence stated in even syllabus in the first grade is the students are able to comprehend the meaning of monologue text. The monologue texts which are taught by teacher there are two; descriptive and recount.

It is related to the fact that was found by researcher in doing pre-observation at SMP Tri Bhakti, the researcher found the students have difficulties to express their ideas related to the text that they are going to write. It can be seen through the students' ideas in their reading text that is not related to each other. It happened because the students could not connect their ideas from one sentence to the next sentences, from one paragraph to the next paragraphs. Generally, it can be said that they got confuse to find main idea.

Then, based on the information given by the teacher that the students easily gave up when they faced difficulties in comprehending the text. When they are stuck in the middle of the text, they would just stop, and told to their teacher or peers that the text was hard for them. They think that reading was difficult because they did not have enough vocabulary. The students did not know the meaning of the key words in a text.

Furthermore, the strategy used by the teacher might influence the teaching and learning process. It was found that during teaching reading of narrative text in the classroom, the teacher used a kind of teaching strategy or

technique in teaching reading comprehension. The strategy is Question Answer Relationship (QAR). In applying this strategy, the teacher usually gave students texts and asked them to read. After reading the texts, the students were asked to answer the questions given. This strategy might be useful and helpful for the students who have good comprehension. But, this is difficult to do by the students who have lack of comprehension in reading.

It can be assumed that the teaching strategy is one of important factors in determining students' reading comprehension. As noted by Mentz (2013:35), success in teaching and learning comes through careful planning of teaching strategy. To be able to make the teacher successful in teaching and student successful in learning, planning and determining a good strategy is the important thing that should be considered by the teacher, especially in teaching reading. One kind of teaching strategy that can be applied in teaching reading is Read, Examine, Decide, Write (REDW) strategy. According to Chaka (2008:129) REDW strategy is a reading strategy that improve comprehension in reading texts, especially difficult reading selections to find the main idea in text. REDW strategy helps the students to comprehend the text easily because it uses clear process to guide them in reading comprehension. It means that REDW strategy that can help students to create ideas from the text that they read through four; read the text, examined at the time, decide the words and write complicated series of ideas in paragraph.

The other phenomenon is that the students do not feel confident to comprehend the text individually. They tend to work together and depend on their friends who have good comprehension on reading. The students' lack of self-belief may result in their disengaging from reading tasks while the students who have good self-belief will be confident and motivated on their reading task. Then, environmental influences, such as competitive classroom environment or lack of reading models also influence whether or not the students develop into competent readers. These conditions truly limit themselves to have good reading achievement. Thus, it is also confirmed that the students have different level of self efficacy that influences their achievement in reading.

Based on conditions above, it is considered that self-efficacy in learning process is important. According to Ormrod (2006) self-efficacy is the personal belief that one is capable of performing in an appropriate and effective manner to attain certain goals. Self-efficacy relates to motivation and effort. In this case, the students having higher motivation and stronger effort are called students with high self-efficacy. Furthermore, according to Zimmerman (2002:82), self-efficacy has been found to be sensitive to subtle changes in students' performance context, to interact with self-regulated learning processes, and to mediate students' academic achievement. He adds that researchers have succeeded in verifying its discriminant validity as well as convergent validity in predicting common motivational outcomes, such as students' activity choices, effort, persistence, and emotional reactions.

In relation to REDW strategy, self-efficacy could prepare students to be strategic, self-reflective and enduring students to be able to meet the constraints of their learning. In self-efficacy, belief is a central component of the teaching and learning process. In the other words, self-efficacy plays in the quality of students' academic performance. Therefore, it can be said that having good self-efficacy will meet the demands of REDW principles that requires the students to have self-belief and self-reflecting during learning process.

Due to the explanation above, the purpose of this research is to investigate the effect of teaching strategy and self-efficacy toward students' reading comprehension of descriptive texts. Therefore, the title of this research is "The Effect of Read, Examine, Decide, and Write (REDW) Strategy and Reading Self-efficacy toward Students' Reading Comprehension of Descriptive Texts at first grade of SMP Tri Bhakti Pekanbaru."

B. The Identification of the Problem

Based on the background of the problem above, the researcher has identified some problems in reading class. First, the students got difficulties in comprehending the text which was related to their vocabularies. They got some difficulties to think, because they have never brought the text into mind when they were reading. They often ask the teacher about meaning of the difficult words one by one.

Second, the problem faced on students' vocabulary. The students did not have enough vocabulary to read and understand a text well, so they got

difficulties in comprehending the text because their vocabulary are limited. Third, the problem faced on student's self efficacy. The students should have high self efficacy in learning reading comprehension, but most of students did not pay attention to the teacher when the reading teaching learning process was running.

Then, the problems on teaching reading that the teacher uses Question Answer Relationship as the strategy in which not all the students are involved in learning process because only dominant students that can follow the process becomes ineffective. Then, the teacher is not able to manage the students in groups well that makes the teaching and learning process do not run well and is out of teacher's control so that the learning objective is not achieved.

Those conditions above lead to the next problem where the students think that they will not be able to catch up the lesson well. The students who could not follow and understand the lesson well would feel bored in the class and they would comprehend less at the end of the class. Sometimes, they only read the text without knowing the content of text since they do something else at the time. So, when the teacher asked them to read it, they did not comprehend well from what they have read.

Then, it can be concluded that the students are not actively involved in learning process. These condition are related to students' self efficacy where for students having low self efficacy, they will have less effort and give up easily. One of the teaching strategies that can help the students to effectively

comprehend reading text is REDW strategy. In this strategy students are trained to create the concept by themselves and teacher guides them in doing this activity. At the end of the lesson, REDW strategy is expected to give better effect of students' reading comprehension and attract students' self efficacy in learning reading comprehension process.

C. Limitation of the Research

Related to the identification of the problem above, the problem of this research is limited on the teaching reading strategy, namely REDW strategy which is expected to solve the students' reading comprehension problem and reading self-efficacy which influences their reading achievement. Specifically, this research is limited to finding out the effect of REDW strategy and reading self-efficacy on students' reading comprehension of descriptive texts at the first grade students of SMP Tri Bhakti Pekanbaru.

D. Formulation of The Problem

Related to the limitation of the problem above, the problem can be formulated as follows: 'Do REDW strategy and Students' reading Self Efficacy give significant effect on students' reading comprehension of descriptive texts at the first grade students of SMP Tri Bhakti Pekanbaru academic year 2016/2017?.

E. Research Question

Based on the problem above, the research questions are as follows:

1. Does REDW strategy produce achievement significantly on reading comprehension of descriptive text in part of students as compared to Question Answer Relationship strategy at first grade students of SMP Tri Bhakti Pekanbaru?
2. Is there any interaction between both strategy and students reading self efficacy toward students' reading comprehension of descriptive text at second grade of SMP Tri Bhakti Pekanbaru?
3. Does REDW strategy produce achievement high on reading comprehension of descriptive text in the part of high self efficacy students as compared to Question Answer Relationship strategy?
4. Does REDW strategy produce achievement low on reading comprehension of descriptive text in the part of low self efficacy students as compared to Question Answer Relationship strategy?

F. The Purpose of the Research

Based on the research question, the purpose of the research can be stated as follows:

1. To find out whether the REDW strategy produce achievement significantly on reading comprehension of descriptive text in part of students as compared to Question Answer Relationship strategy at first grade students of SMP Tri Bhakti Pekanbaru
2. To find out whether there is an interaction between teaching strategies) and the students' self efficacy in reading comprehension.

3. To find out whether the REDW strategy produce high achievement on reading comprehension of descriptive text in the part of high self efficacy students as compared to Question Answer Relationship strategy
4. To find out whether the REDW strategy produce low achievement on reading comprehension of descriptive text in the part of low self efficacy students as compared to Question Answer Relationship strategy

G. The Significance of the Research

The significances of the research: (1) Theoretically, there are several significances of this research. First, for the field of education, it is expected that the result of this study gives contribution to the teaching and learning English especially about using Read Examine Decide Write in reading comprehension. Second, the result of the research can enrich the theories of language teaching method especially teaching reading at Junior High School level. Third, it can be a source of information about investigating the effect of Read Examine Decide Write and self-efficacy toward students' reading comprehension. And fourth, this research can be useful for further research.

(2) Practically, for the application, REDW strategy can be a guideline for the English teacher apply variuos kinds of teaching strategy. For the students, it os expected that they can solve or answer reading comprehension problems and their self efficacy can be applied n reading comprehension.