

## USING REDW (READ, EXAMINE, DECIDE, WRITE) STRATEGY TO IMPROVE READING SKILL IN RECOUNT TEXT OF THE EIGHTH GRADERS OF SMP NEGERI 1 TEMANGGUNG IN THE SCHOOL YEAR 2017/2018

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### Abstract

Reading is an important skill for students that should be mastered in English learning. However, the students of SMP Negeri 1 Temanggung in the school year 2017/2018 find difficulties in learning reading, especially reading the recount texts. The average score of the reading test was only 55. This score does not reach the standard minimum of the learning target which is 70. The objectives of this research are to describe whether the use REDW strategy can improve the students' learning motivation in recount text reading skill and to describe how great the improvement of the students' recount text reading skill of the eighth graders of SMP Negeri 1 Temanggung in the school year 2017/2018. The researcher conducted a classroom action research which was divided into Pre-Cycle, Cycle I, and Cycle II. To collect the data, the researcher used test and non-test technique. The data were analysed using qualitative and quantitative data analysis technique. The researcher took VIII F of SMP Negeri 1 Temanggung as the subject of the research because it has the lowest average score of the reading test. There were 32 students.

Based on the result, there is a positive change of the students' motivation to learn English. The students participation also increases when the researcher uses REDW strategy and they are enthusiastic to improve their skill in reading a recount text. The result of the test shows the average score of the students who get 70 or higher increased 17.35 points, after they were taught using this strategy. In Pre-cycle, the students' average score of reading test is 61.40. Moreover, they have been taught using this strategy; in Cycle I the score is 69.84. The average in Cycle II is 78.75. Based on the above description, the researcher concludes that there is a great improvement from Pre-cycle to Cycle II of the students' learning motivation and their recount text reading skill.

**Keywords** – REDW (Read, Examine, Decide Write) Strategy, reading skill, recount text, Classroom Action Research (CAR)

### Introduction

English is as a foreign language that is taught on formal education from elementary school to university. There are four major skills that should be mastered in English. They are listening, speaking, writing and reading. Reading activity is important for students and it is expected that they have skill in reading. There will be some advantages to be gained if the students master in reading skill, such as the students will be more quickly in getting messages and information or certain knowledge. This is why, from the very beginning, the students should know reading skill. In fact, reading is not easy because it is not only reading a sentence and saying it out to others, but also how to understand the content of the reading text and its purpose. The students should be able to construct a meaning from the text and understand the content of the reading text. That is the reason reading skill is really needed by the students.



Based on the Curriculum of 2013 of Junior High School in the reading skill, the students are purposed to be able to convey the facts about the activities of a person in the past. It's mean that the students should be able to construct meaning and understand the content of the text to get the information of the text.

Many teachers are also strongly committed to invite the students to participate effectively in studying. The teachers have some texts for helping them increasing reading skill. The text type has different general structures, social function, and language features. There are many kinds of text that studied in junior high school, they are descriptive, narrative, recount, procedure, and etc.

Recount text is one type of texts that serves to retell events or experiences in the past time. The purpose of this text is to provide information or entertain the reader. A recount text consists of three main parts namely: orientation, events, and re-orientation.

In fact, the students of Junior High School have difficulty to understand a recount text. Based on the researcher's observation, the teachers get some difficulties to gain the purpose of the Curriculum. The researcher also found the difficulties of the students of the eighth graders of SMP Negeri 1 Temanggung in the school year 2017/2018. The average score in their reading skill only reached 55 while the standard minimum of the learning target is 70. There are two factors of the difficulties of the problem. They are internal factors and external factors. The internal factors of the students of SMP Negeri 1 Temanggung, they have limited vocabularies which make them feel unconfident to know the content of the text. They found difficulties in answering the questions such as finding the general idea, main idea, deducing meaning, reference, detail information, and the most problem is that the students do not have skills in reading. The external factors can be from their family, teacher, school facilities, and environment. Some teachers use monotonous teaching strategy, so the researcher proposes strategy to improve students reading skill.

Related to some problem, it is expected that the use REDW (Read, Examine, Decide and Write) strategy can improve students reading skill. This strategy helps students in comprehending the reading text and it can improve students' achievement in reading skill. Besides, it guides the students while finding main idea in each paragraph.

Based on the above explanation, the researcher is interested in having a research in reading skill and will carry out a classroom action research entitled "Using REDW Strategy to Improve Reading Skill in Recount Text of the Eighth Graders of SMP Negeri 1 Temanggung in the school year 2017/2018"

## Methodology

The subject of this research was the eighth graders of SMP Negeri 1 Temanggung in the school year 2017/2018. The researcher took 8 F class. They were 32 students which consist of 18 females and 14 males. Based on the researcher's observation, this class has low score in English term, especially in reading skill of recount text. Their achievement could be seen on daily test and English final test. In this research, the researcher collaborates with the English



teacher of SMP Negeri1 Temanggung. The action research would be conducted through a pre-cycle and some cycles. They are Cycle 1 and Cycle 2.

The techniques of collecting data which are used in this research are non-test and test techniques. The goal of using these techniques is to know the students' progress and responses during the processes of reading skill in the recount text using REDW strategy. The techniques of analysing data that would be used are quantitative and qualitative analysis. The qualitative data got from the result of observation, questionnaire, and documentation. These data would be used to know the improvement of students' reading skill using REDW strategy during the teaching processes in every cycle. The result was also used to know the changing of students' behaviour especially in their motivation in teaching learning process. The researcher used Miles and Huberman (1994:10-12) model which consists of data reduction, data display, and conclusion drawing and verification. The quantitative data would be done by summarizing obtained students' score, calculating scores from all aspects mean score. To calculate the mean of scores, the research used formula as follows:

$$AS = \frac{SS}{R}$$

Explanation:

AS: Average Score

SS: Students' Score

R: Number of Respondent

The result of analysing data was compared between the score of pre-cycle test, Cycle 1 and Cycle 2 post-test. The result of this research gave description about improving students' recount text reading skill in each cycle.

Strichart (2009) states that each of the letters in REDW strategy stands for a step in the strategy. It means that there are four steps in this strategy; (a) 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 they read or to form a picture in their mind of what they are reading. Once they have a general idea of what the paragraph is about. (b) Examine each sentence in the paragraph to identify the important words that tell what the sentence is about. Ignore the words that are not needed to tell what the sentence is about. For each sentence, write a sheet of paper the words that tell what the sentence is about. (c) Decide to reread the words for each sentence in the paragraph. Decide which sentence contains the words 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 that the students have written are the supporting details for the main idea. (d) Write the main idea for each paragraph in the notebook. This will provide the students with a written record of the most important ideas they learned. This written record will be helpful if they have to take a test that covers the reading assignment.



## Finding(s) and Discussion

Using observation and questionnaire, the researcher discussed the result of Non-Test data. The researcher compared the score of test in all cycles to know how great the improvement of the students' motivation. The improvement can be explained from the table at appendices in all cycles. The motivation of the students has increased from pre-cycle to cycle II. Based on Woolfolk's (2009) theory that there are two types of motivation, they are intrinsic and extrinsic motivation that it was related with the result on Non-Test data.

Based on the result of non-test in pre cycle, it could be concluded that the student still have low motivation in reading class. Most of students do not like English and the students get difficulties in reading English. Some of the students consider that reading is not important. The observation in pre cycle shows that students lack of activeness in teaching learning participation. The mean score of observation in pre-cycle is low. It only reached 43.67%. It means that the students motivation in learning process and doing the task do not reach the average standard of behaviour. Then, the researcher used photo documentation to compare the class situation during the teaching learning process. In the pre-cycle, the students looked that they did not pay attention to the teacher explanation.

In cycle I, some of the students show their motivation in learning reading. More than half of the students pay attention to the teacher's explanation. Besides that, there are more students who can finish the task on time it proves that students understood with the teacher explanation. It can be proof when the researcher took a picture for documentation. After the researcher used REDW strategy in teaching recount text half of them looked enjoy, pay attention to the teacher explanation and have discussion.

In cycle II, it shows that there are increases about the students' motivation of English study. In observation sheet, it shows that most of the students have spirit in learning process. The questionnaire in cycle II shows that most of the students like studying English and the students are aware that reading is an important thing to do. They are active to involve in learning process. Besides, they have high motivation to learn English after be being taught using REDW strategy. In photo documentation, the students more excited with the material and the explanation.

Although the students have great enthusiasm in the learning process, their participation to make the classroom atmosphere become alive is very low in pre cycle. They liked to be passive in most of the classroom activity. Therefore, the researcher implemented REDW strategy in cycle I and cycle II to help them to be more enthusiastic in learning process because all of the students are expected to do the activities as well as they can. Then, the result reaches the standard minimum of mastery learning grade and it was satisfactory. Furthermore, it could be understood that there was an improvement of students' motivation in reading class by using REDW strategy in teaching learning process. The whole improvement of students' motivation from Pre-Cycle to Cycle II is 30.63. It means that almost all the students have participated in the teaching-learning process and have good motivation.



The researcher compares the result of pre-cycle, cycle I and cycle II test to know the improvement of reading skill of the eighth graders of SMP Negeri 1 Temanggung in the school year 2017/2018. The mean score in pre cycle test is 61.40 and it belongs to fair category. In Cycle I, the mean score increases to 69.84 and it belongs to fair category but still under the school minimum score. The last of cycle II test, the students' mean score increases to 78.75 and it belongs to good category. In Cycle II, the students had a better understanding how to apply REDW strategy. By having better understanding, they had better implementation, attitude, self's confidence and response in order to give their opinion. As a result, they also made improvements in the recount text reading skill and it supported them doing the test. The improvement can be seen in the table 4.10.

Table 1. The Result of Recount Text Reading Test in All Cycles

| Assessment Aspect | Mean of Score |       |       | Improvement |        |        |
|-------------------|---------------|-------|-------|-------------|--------|--------|
|                   | PC            | CI    | CII   | PC-CI       | CI-CII | PC-CII |
| Reading Skill     | 61.40         | 69.84 | 78.75 | 8.44        | 8.91   | 17.35  |
| Category          | Fair          | Fair  | good  |             |        |        |

The table above shows that the average score of pre cycle test is 61.40, and it belongs to fair category. The average score of cycle I test is 69.84, it belongs to fair category. It means that the score of test of pre cycle and cycle I do not fulfil the minimum score of mastery learning grade. But, there is improvement of the average score of recount text reading skill from pre cycle to cycle I that is 8.44% and in cycle II the average score reading recount text reaches 78.75 because it reaches more than 70.00 as mastery of learning grade of English reading in SMP Negeri 1 Temanggung. So, the researcher did not continue to Cycle III. The researcher summarized that using REDW strategy can increase the recount text reading skill to the VIII G grade students of SMP Negeri 1 Temanggung.

## Conclusion(s)

Based on the result of the analysis data in pre-cycle, cycle I, and cycle II test, the writer can conclude that the use of Read, Examine, Decide and Write Strategy can increase the learning motivation in the recount text reading learning of the eighth graders of SMP Negeri 1 Temanggung in the school year 2017/2018. In pre-cycle, have less enthusiasm to pay attention to the teacher's explanation and some of the students lazy to read the text and make some noisy. In the cycle I, some of the students still confuse how to use the REDW strategy but they are beginning to have good motivation. In cycle II, the students understand how to use REDW strategy and they have better participation to read recount text in the class. The improvement of the recount text reading skill of the eighth graders of SMP Negeri 1 Temanggung in the school year 2017/2018 who are taught using Read, Examine, Decide and Write Strategy is great. It can be seen from the result of the test with the total improvement from pre-cycle to cycle II is 17.35 points. The average score of cycle II test is 78.75. It can be good categorized and reached the minimum standard score of 70



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