THE USE OF READ-EXAMINE-DECIDE-WRITE (REDW) STRATEGY ON STUDENTS' READING COMPREHENSION OF REPORT TEXT

A PAPER

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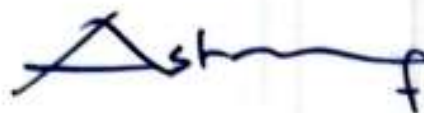
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ABSTRACT

Reading is one of the language skills that should be mastered by students. Meanwhile, reading is the activity to get the information and knowledge from a text. Reading comprehension is a process of reconstructing the meaning of the text to form an understanding. However, to facilitate students in comprehending a reading text needs an appropriate strategy. Thus, the aim of this research is intended to investigate the effect of using REDW strategy on students' reading comprehension. Pre-Experimental method with One Group Pre-test Post-test design is chosen as the research methodology in this research. It was conducted to the fifth semester students of English Language Education Study Program in Pakuan University. There are eighteen students were taken as sample. The instruments that include pre-test, three treatments, and post-test. Then, the data were collected through reading comprehension pre-test and post-test scores in the form of multiples choice items. The items focused in identifying the main idea, supporting detail, and vocabulary building. Then, the data were analyzed using t-test formula. The result of analysis showed the value of t-calculation is 4.687 while the value of t-table 2.10 at the significance level 0.05 based on the degree of freedom 17. It indicates the value of t-calculation is higher than the value of t-table. Thus the alternative hypothesis (*Ha*) is accepted which means that Read-Examine-Decide-Write (REDW) strategy affects students reading comprehension

Key words   : Read-Examine-Decide-Write (REDW) strategy, reading comprehension, report text