Linguistica
Vol. 12, No. 02, Apr 2023, (108-121)

THE EFFECT OF USING REDW STRATEGY ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE X GRADE OF SMA NEGERI 1 AIR JOMAN IN 2022/2023 ACADEMIC YEAR

ORIANA LESTARI[1], LIS SUPIATMAN[2], PUTRI LIDIANA PERMATA SARI[3]

[1,2,3] UNIVERSITAS ASAHAN

Abstract

This research was meant to find out the empirical evidence of the students' accomplishment in reading comprehension of narrative text by utilizing Read Examine Decide Write (REDW) Strategy at the X Grade of SMA Negeri 1 Air Joman. This research was quantitative research. The entire class of students at SMA Negeri 1 Air Joman's grade X made up the population of this study. 30 students from the experimental group (class X IPA 4) and 30 students from the control group served as the research's sample subjects (class X IPA 1). A test with multiple choices was used to obtain the data. (1) The students' achievement in reading comprehension narrative text by utilizing the Read Examine Decide Write (REDW) Strategy got the post-test with an average result after the data was analyzed. (1) The students' accomplishment in reading comprehension narrative text by utilizing the Read Examine Decide Write (REDW) Strategy got the post- test with an average result of 83 after the data was analyzed (2) The post-test showed that the students had successfully read narrative texts with comprehension using the conventional way, with an average score of 67. The value of t-observed was 8,43 and t- table was 2,009. The fact that the value of t-observed was higher than t-table indicates that the Read Examine Decide Write (REDW) Strategy had a significant impact on students' reading comprehension success.

***Keywords**: Effect, Narrative Text, REDW Strategy, Reading Comprehension*

INTRODUCTION

The importance of English as a world language and its connections to numerous facets of human life are well known. English is one of the foreign languages spoken in Indonesia. The study of foreign languages is a subject in school. The main aspect that an English Teachers should focus on is teaching English successfully. Similarly what (Nishanthi, 2018) One of the required subjects in junior and senior high schools is English. In addition to being the first foreign language, it plays a significant role in determining whether or not students advance to the next level. To pass their semester final test, students must demonstrate mastery of the curriculum-based materials.

Students who are learning English must deal with four language skills: listening, speaking, reading, and writing. Language components like grammar, vocabulary, and spelling are used to support this learning. Those four skills are interconnected. As a result, when handling the English materials, an English teacher should pay attention to these four skills. The teaching of these four skills should be done in an integrated and proper way because the teacher cannot leave one skill behind the others. According to (Sadiku, 2015), The four language skills serves a number of important purposes for students, including scaffolded support, creative opportunities, places for transferring real information, validation of their competency (evidence of learning), and most importantly, confidence. The four language skills that make up the overall language capacity must positively transfer to one another as they are organically blended and coordinated. Therefore, it is essential to look into the points where the four skills are connected and fully utilize the beneficial transfer that has occurred between them. It will also result in the complete improvement of the four language skills as specified by the English Curriculum Standard.

Reading is one of the language skills that should be mastered by students. The ability to properly comprehend material, identify ideas, and draw conclusions must be possessed by the students. It gives them an opportunity to express their emotions, express their abilities, show off their skills, and build the students characters. For example, by reading narrative text the students can see the characteristics of each character, both good and bad, and the problems faced by the characters as well. Teacher can help the students to relate it to real life, so students find it easier to receive something good or advices from the narrative text. As a result, reading is crucial to learning English. Besides that, According to (Wilde, 2008) reading is essential for two reasons. First, it is beneficial to the students' personal life. Reading English materials can be enjoyable for readers or it can have a favorable effect on student's future academic and professional achievements. Second, it helps student's language acquisition since reading enhances their vocabulary, spelling, and writing skills.

Based on the pre-test result done by the students at SMA Negeri 1 Air Joman, there

were various problems found. One of the problem was the students are difficult to find the main idea of the paragraph, comprehend the reading's material due to a lack of vocabulary, and the teacher also does not use appropriate way in teaching reading comprehension especially in narrative text. It means that the strategy is not suitable to be applied in the class. Students need strategy that makes them easier to find the main idea and comprehend the reading's material.

METHODOLOGY

Quantitative methodology was used in this research. It was used to assess how the Read Examine Decide Write (REDW) Strategy affects students' reading comprehension of narrative text. According to Creswell (2012), a quantitative method is a method that focuses on examining the usage of positive statements to generate knowledge and uses research techniques like experimentation and surveys to gather data. Because an experiment or treatment was undertaken in order to compare the post-test findings from the experimental and control groups, this research was categorized as an experimental research.

The research designed was presented as follow:

Group	Pretest	Treatment	Post test
E	X1	X	X2
C	Y1	Y	Y2

Where:
E : Experimental Group
C : Control Group
X1 : The Experimental Group Pre-TestY1
: The Control Group Pre-Test
X2 : The Experimental GroupPost-TestY2
: The Control Group Post-Test
X : Using REDW Strategy
: Using Conventional Technique

Population

(Cresswell, 2012) defines a population as a group of people who share a particular trait. In other words, the population includes all the groups that the students are interested in. In this research, the population was the X grade Students of SMA Negeri 1 Air Joman in 2022/2023 academic year.

No	Classes	Students
1.	X IPA-1	30
2.	X IPA-2	36
3.	X IPA-3	36
4.	X IPA-4	30

5.	X IPS-1	36
6.	X IPS-2	36
Total	**6**	**204**

Sample

(Sugiyono, 2008) stated that "Sample is a portion of the amount and characteristics possessed by the population". In addition, (Arikunto, 2010) stated that sample is part of population which wants to observe.

This research used lottery technique that made the paper rolls, and then selected it randomly to determine the experimental and the control class. The result of the paper roll was class X IPA-4 as the experimental class by using REDW Strategy that consist of 30 students and the X IPA-1 as the control class that consist of 30 students. So the total numbers of the samples were 60 students.

Class	Amount of Students	Kinds of Group
X-IPA 4	30 Students	Experimental Group
X-IPA1	30 Students	Control Group
Total	60 Students	Total

Variable of the Research

A variable is a trait or quality of an individual or an organization that may be measured or observed by a research study that differs between study participants or research organization. In this study, there were two variables: an independent variable and a dependent variable. The independent variable is one that the study has chosen in order to analyze its impact on the relationship with the dependent variable. In this study, two factors were involved:

1. **Independent variable**

   Read Examine Decide Write (REDW) Strategy is the research's independent variable (X).

2. **Dependent variable**

   Students' reading comprehension of narrative material serves as the research's dependent variable (Y).

Data Collecting Technique

For collecting data, this research was used test to collect the data. The test divided in two tests they were:

1. **Pre-test**

   The students was given a pre-test before receiving treatment in order to assess

their level of proficiency in composing narrative texts prior to receiving treatment.

2. Giving the treatment.

The treatment was given to experimental class and control class. Experimental class was taught by using Read Examine Decide Write (REDW) Strategy and control class was taught by conventional way.

3. Post-test

After receiving treatment utilizing Read Examine Decide Write (REDW) in the experimental class and conventional approach in the control class, students were given a post-test to determine their reading comprehension of narrative texts.

Instrument of Collecting Data

This research was used test in collecting the data. According to Brown (2010), a test is a technique for evaluating a person's aptitude, expertise, or performance in a certain area. It is used to determine whether the text structure method has a substantial impact on students' ability to understand narrative texts. The test was consisted of questions regarding narrative texts that the students must respond to in order to pass.

This research was used multiple choices, in which Multiple choices is simple to administer and can be scored rapidly, according to Cres (2010). The test had 20 items total, 20 of which corresponded to each indicator. Pretest and Posttest were employed in this research. A pre-test was administered before teaching narrative text using the Read Examine Decide Write (REDW) strategy in the first meeting to gauge the students' reading comprehension, and a post-test was administered in the final meeting following the teaching of narrative text using the REDW strategy to gauge the students' reading comprehension following the intervention. This study took the overall score from the Reading Comprehension test results after the students have performed their best.

The students' score classified by the classification proposed by Arikunto (2013):

Score	Categories
80-100	Excellent
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

$$\text{Score} = \frac{\text{The number right answer}}{\text{The number of Items}} \text{ X } 100$$

Validity of the Test

A valid test is one that is good to use. Validity, in Arikunto's perspective, depends on relevance. It indicates that the test yielded the results that were expected. If the test's instrument items measure what is intended to be measured, the test is considered accurate.

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum X^2 - (\sum Y)^2)}}$$

Where:

R = The correlation between two variables.

N = Total of the Data

X = The mark in the pre-test Y

= The mark in the post-test

XY= Sum of multiplication X and Y

X2 = Square of X

$Y2$ = Square of Y

Reliability of the Test

According to (Arikunto, 2010), reliability demonstrates that, when an instrument is sufficiently effective, it may be employed as a tool for data collection. If a test can produce consistent results even when administered repeatedly to the same subjects or sample, it is considered dependable.

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

r11= reliability

rxy = correlation between the two halves

The Technique of Data Analysis

The quantitatively assessed student test scores were where the research's data was gathered. Statistical analysis was the quantitative application of statistical formulas. Knowing the significant differences between students who were taught utilizing the Read

Examine Decide Write (REDW) Strategy and those who were not was the purpose of the study. The degree of freedom (df) of the test, the t-test, and the significance of the sum are compared as follows, Sugiyono (2011)

$$t = \frac{M_x - M_y}{\sqrt{(\frac{\sum Dx^2 + \sum Dy^2}{N_x + N_y - 2})(\frac{1}{N_x} + \frac{1}{N_y})}}$$

Note:

Mx = Means score of experimental group

My = Means score of the control group

Dx2 = The deviation score of experimental group

Dy2 = The deviations' score of control group

Nx = The total sample of experimental group

Ny = The total sample of control group

DATA AND RESEARCH FINDINGS

From this research, it was found that the use of Read Examine Decide Write (REDW) Strategy has significant effect in writing narrative text at grade X of SMA Negeri 1 Air Joman. By applying this strategy, the students' score made a progress. It can be seen from the results of the students' scores in the pre-test of experimental and control group. The mean score of the students' pre-test in the experimental group was 67, while in the control group was 55. The mean score of the students' post-test in the experimental group was 83, while in the control group was 67. For more detail, it can be seen as follows:

The Score of Pre-test and Post-test of Experimental Group

No	Students' Name	Scores of Pre-test (X)	Scores of Post-test (Y)	X2	Y2	XY
1	AF	60	80	3600	6400	4800
2	AH	75	95	5625	9052	7125
3	AI	65	80	4225	6400	5200
4	ANN	65	80	4225	6400	5200
5	APPN	70	85	4900	7225	5950
6	AS	60	80	3600	6400	4800
7	CA	65	70	4225	4900	4550
8	DP	70	80	4900	6400	5600
9	DPS	60	80	3600	6400	4800
10	DS	70	85	4900	7225	5950

11	DF	75	95	5625	9052	7125
12	ES	65	80	4225	6400	5200
13	FS	60	80	3600	6400	4800
14	FA	70	85	4900	7225	5950
15	H	75	85	5625	7225	6000
16	IR	60	85	3600	7225	5100
17	KIP	70	85	4900	7225	5950
18	MP	65	80	4225	6400	5200
19	MRAH	70	80	4900	6400	5600
20	MZ	60	75	3600	5625	4500
21	NHL	70	90	4900	8100	6300
22	NA	60	85	3600	7225	5100
23	NAF	75	90	5625	8100	6750
24	RKH	70	80	4900	6400	6000
25	RAS	60	85	3600	7225	5100
26	SR	60	75	3600	5625	4500
27	SR	70	85	4900	7225	5950
28	SSSS	75	95	5625	9025	7125
29	TR	65	80	4225	6400	5200
30	YAN	75	90	5625	8100	6750
	Total	**∑X= 2010**	**∑Y= 2500**	**∑X² =135600**	**∑Y² =209404**	**∑XY =168175**

Based on the table above, it showed that:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2010}{30} = 67$$

$$M = \frac{\sum Y}{N}$$

$$M = \frac{2500}{30} = 83$$

The Score of Pre-test and Post-test of Control Group

No	Students' Name	Scores of Pre-test (X)	Scores of Post-test (Y)	X2	Y2	XY
1	AS	50	70	2500	4900	3500
2	AG	65	75	4225	5625	4875
3	AGI	55	70	3925	4900	3850
4	ADT	55	70	3925	4900	3850
5	DNS	60	75	3600	5625	4500

6	D	50	70	2500	4900	3500
7	DA	50	65	2500	4225	3250
8	DTS	50	65	2500	4225	3250
9	EDS	60	70	3600	4900	4200
10	FTA	60	75	3600	5625	4500
11	H	55	65	3925	4225	3575
12	KBL	60	70	3600	4900	4200
13	KA	50	60	2500	3600	3000
14	MIM	55	70	3025	4900	3850
15	MS	60	70	3600	4900	4200
16	MM	55	70	3025	4900	3850
17	MHR	55	65	3025	4225	3575
18	MFT	50	60	2500	3600	3000
19	MI	50	65	2500	4225	3250
20	MR	55	70	3025	4900	3850
21	NH	50	60	2500	3600	3000
22	NS	60	70	3600	4900	4200
23	NAA	50	65	2500	4225	3250
24	PRAP	50	60	2500	3600	3000
25	RHP	55	65	3025	4225	3575
26	RSI	60	70	3600	4900	4200
27	RAH	55	65	3025	4225	3575
28	RH	60	70	3600	4900	4200
29	WP	50	60	2500	3600	3000
30	ZU	50	65	2500	4225	3250
	Total	**∑X= 1640**	**∑Y=2020**	**∑X² =92950**	**∑Y² =136600**	**∑XY =110875**

Based on the table above, it showed that:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1640}{30} = 55$$

$$M = \frac{\sum Y}{N}$$

$$M = \frac{2020}{30} = 67$$

Mean and Standart Deviation of Experimental Group

To calculate the data by using t-test formula, this research has to determine the mean and standart deviation of experimental group:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2010}{30}$$

$$M = 67$$

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDx = \sqrt{\frac{135600}{30} = 67,2}$$

Mean and Standart Deviation of Control Group

To calculate the data by using t-test formula, this research has to determine the mean and standart deviation of control group:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1640}{30}$$

$$M = 54,6$$

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDx = \sqrt{\frac{92950}{30} = 55,6}$$

After getting mean and standart deviation of each group, then analyzing the data by using t-test formula:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{X_2 + Y_2}{N_1 + N_2 - 2}\right] + \left[\frac{1}{N_1} + \frac{1}{N_2}\right]}}$$

$$t = \frac{67 - 54{,}6}{\sqrt{\left[\frac{67{,}2 + 55{,}6}{30 + 30 - 2}\right] + \left[\frac{1}{30} + \frac{1}{30}\right]}}$$

$$t = \frac{12{,}4}{\sqrt{\frac{123}{58} + \frac{2}{30}}}$$

$$t = \frac{12{,}4}{\sqrt{2{,}12 + 0{,}06}}$$

$$t = \frac{12{,}4}{\sqrt{2{,}18}} = \frac{12{,}4}{1{,}47} = 8{,}43$$

The result of the t-test after data analysis was 8,43. In the event that this is consulted, the moment degree of freedom (df) will be N1 + N2 - 2 or 30 + 30 - 2 = 58. As a result, the t-critical table's score with a significant 0,05 was 2,009. Thus, it can be said that t-score > t-table. As Read Examine Decide Write (REDW) Strategy receives a higher score than without it, it was determined that the researcher's hypothesis that utilizing REDW Strategy in reading comprehension of narrative material was effective.

The Differences Score Between Pre-test and Post-test of Experimental Group

No	Students' Name	Scores of Pre-test (X)	Scores of Post-test(Y)	X-Y
1	AF	60	80	20
2	AH	75	95	20
3	AI	65	80	15
4	ANN	65	80	15
5	APPN	70	85	15
6	AS	60	80	20
7	CA	65	70	5
8	DP	70	80	10
9	DPS	60	80	20

10	DS	70	85	15
11	DF	75	95	20
12	ES	65	80	15
13	FS	60	80	20
14	FA	70	85	15
15	H	75	85	10
16	IR	60	85	25
17	KIP	70	85	15
18	MP	65	80	20
19	MRAH	70	80	10
20	MZ	60	75	15
21	NHL	70	90	20
22	NA	60	85	25
23	NAF	75	90	15
24	RKH	70	80	10
25	RAS	60	85	25
26	SR	60	75	15
27	SR	70	85	15
28	SSSS	75	95	20
29	TR	65	80	15
30	YAN	75	90	15
	Total	**∑X=2010**	**∑Y=2500**	**∑Y-X=495**

The Differences Score Between Pre-test and Post-test of Control Group

No	Students' Name	Scores of Pre-test (X)	Scores of Post-test(Y)	X-Y
1	AS	50	70	20
2	AG	65	75	10
3	AGI	55	70	15
4	ADT	55	70	15
5	DNS	60	75	15
6	D	50	70	20
7	DA	50	65	15
8	DTS	50	65	15
9	EDS	60	70	10
10	FTA	60	75	15
11	H	55	65	10
12	KBL	60	70	10
13	KA	50	60	10
14	MIM	55	70	15

15	MS	60	70	10
16	MM	55	70	15
17	MHR	55	65	10
18	MFT	50	60	10
19	MI	50	65	15
20	MR	55	70	15
21	NH	50	60	10
22	NS	60	70	10
23	NAA	50	65	15
24	PRAP	50	60	10
25	RHP	55	65	10
26	RSI	60	70	10
27	RAH	55	65	10
28	RH	60	70	10
29	WP	50	60	10
30	ZU	50	65	15
	Total	**∑X=1640**	**∑Y=2020**	**∑Y-X=380**

The results of the analysis above show that the students' post-test score was higher than their pre-test score. Yet, there is no recognizable effect on the students' score. The mean difference between the experimental group's pre-test and post-test results is 380. Once the research data was calculated, the experimental group's score was higher than that of the control group, and 90% of the students showed aptitude for reading narrative material. where the pre-test mean score for experimental students was 67. After receiving the Read Examine Decide Write (REDW) Strategy, the mean score climbed by 16% and was 83 on the post-test. In contrast, the pre-test mean score for control students was 55. Once conventional treatment had been administered, there was merely.

CONCLUSIONS AND FURTHER RESEARCH

This study used quantitative research method, including the total sample approach for sampling and pre-test and post-test for data collecting, in which students were given the multiple choices test. Read Examine Decide Write (REDW) strategy provide the encouragement in teaching and learning process. Based on the result of the previous chapter's data analysis, it was that Ha is accepted and Ho is rejected, which suggest that the Read Examine Decide Write (REDW) strategy significantly affect students' on reading comprehension of narrative text at the X grade of SMA Negeri 1 Air Joman. The research concludes that the Read Examine Decide Write (REDW) strategy can make learning more exiting based on the data analysis.

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