

**IMPROVING THE STUDENTS' READING COMPREHENSION BY
USING REDW (READ, EXAMINE, DECIDE, AND WRITE) STRATEGY
TO THE TENTH GRADE STUDENTS OF MA AL-MUAWWANAH
GUNUNG MEGANG KABUPATEN MUARA ENIM**



UNDERGRADUATE THESIS

This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S.Pd.)

by:

Susiana

NIM: 08 25 0054

English Education Study Program

**TARBIYAH FACULTY OF
STATE ISLAMIC UNIVERSITY
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This thesis written by **Susiana**, Student Number : 0825054
Was defended by the writer in the final examination and was approved
By the examination committee
On February 25, 2015

*This thesis was accepted as one of the requirements to get
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*Palembang, February 25, 2015
State Islamic University Raden Fatah Palembang
Tarbiyah Faculty*

Examination committee Approval

Chairperson

Secretary

Hj.Renni Kurnia Sari, M.Pd.
NIP:19790607 200801 2 015

Holandyah, M.Pd.
NIP:19740507 201101 1 001

Member : Dewi Warna, M.Pd.
NIP: 19740723 199903 2 002

(.....)

Member : Eka Sartika, M.Pd.

(.....)

Certified by,
Dean of Tarbiyah Faculty

Dr. H. Kasinyo Harto, M. Ag.
NIP: 19710911 199703 1 004

ABSTRACT

This research aimed to find out whether or not the using of REDW (Read, Examine, Decide, and Write) strategy significantly improves the students reading comprehension to the tenth grade students of MA Al-Muawwanah Gunung Megang Muara Enim. To explain the improvement, the researcher used a quasi experimental method involved an experimental group and control group both was given pre-test and post-test which consisted of 31 students. The test was given to get the data with 30 questions in the form of multiple choice and open questions and to analyze them using SPSS 20.0. From the result analysis of significant improvement on students' reading comprehension achievement taught using REDW strategy, it was found that the p-output in experimental group was 0.000 with $df=30$ and t-value 5.936. It could be interpreted that there was a mean significant improvement on students' reading comprehension score taught using REDW since the p-output was lower than 0.05 and t-value was higher than t-table (2.04).

Keywords: *Read, Examine, Decide, Write strategy, Student's reading comprehension*

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Palembang,

The writer,

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CHAPTER I

INTRODUCTION

In this part, the writer presents (a) background; (b) problem of the study; (c) objective of the study; (d) significance of the study; (e) hypotheses; and (f) criteria of testing hypotheses.

A. Background

According to Algeo (2010: 2), language is a system of conventional vocal signs by means of which human beings communicate. This definition has several important terms, each of which is examined in some detail in the following sections. Those terms are system, signs, vocal, conventional, human, and communicate.

There are many languages in the world. Some are used as international languages and one of them is English. As an international language, English is used by millions of people all over the world. English is used in most of the countries in the world as a mean of global communication whether in politics, economies, science, technology, culture, and education. Many countries have begun to introduce English even from the early level of education. Indonesia is one of them. In Indonesia, English is regarded as a foreign language. Foreign language contexts are those in which students are not ready to make a communication outside their classroom (Brown, 1987: 120).

English has been taught in Indonesia as a compulsory subject after the establishment of formal education. Saleh (1997: 2), states that, “English has been

chosen as a foreign language to be taught as compulsory subject from the first year of Junior High School, Senior High School up to the University level”.

There are four main skills in English: those are reading, listening, speaking and writing. Reading and listening are called receptive skill, in which people need the ability to receive written or spoken language when they do it. While speaking and writing are called productive skill because when people do it, they need the ability to produce written or spoken language (Harmer, 2007: 68-100).

One of the four skills of English is reading. When someone reads, he looks at something written and tries to get the meaning to understand it. Reading can also be described as a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer. It means that reading activity connects the reader and the writer although they are in different time and place; for example reading an ancient book, reading personal letter, and many more.

Besides, reading is closely related to other subjects. Most of the materials given by the teacher (in English or other subjects) are presented in written form for example in handbook, handout, and many things. It means that to understand the materials, the students must have the ability to look at and get the meaning of written text, that is called reading skill. Because of that, reading is very important to be taught to the students.

Reading is a process of how students get information from what they see, for example from text and symbols also. Reading can be taught as a way to draw information from the text and to form and interpreting information requires the work of brain actively.

Reading is very useful in humans life. Because by reading someone would know about the world without having to go around the world. But in fact, reading is not as easy as what people think because it does not only read a sentence and say it out to others but also students have to understand the content of the reading text and its purpose (Alderson, 2000: 3).

As the reading skill is very important in the education field, students need to be exercised and trained in order to have a good reading skill. Without the ability to read well, people will lose opportunities for personal fulfillment and job successes. Without the ability to read, a person might not be able to cure cancer, invent the next technological breakthrough, or fix a complex piece of machinery.

In fact, many students think that comprehending the reading is so difficult. Because in comprehending the reading the students have so many difficulties. Such as, they cannot guess the meaning, they cannot find the main idea, and they cannot get the information from the reading. Some reasons that make those difficulties happened to the students because they are not familiar with the topic, they only know some vocabularies and the teacher's strategy in teaching reading cannot stimulate them to read well.

It is obvious that reading is not only the ability to know intonation, punctuation, spelling and stress, but also ability to comprehend the content of the text, to select the topic, to follow the sequence of events, to select the main idea and the relevant details. The students may have problems in understanding passages. It is the teacher's responsibility to minimize the student's failures by using the appropriate strategy in teaching reading so that the students can understand what they read in target language.

Based on the writer's observation at MA Al-Muawwanah of Gunung Megang, almost all of the students especially the tenth grade, faced problem in comprehending a reading passage. They found difficulties in answering the questions, finding the main idea, and the most problems is that the students do not have skills in reading English passage well. It was found that the difficulties in reading English is influenced by several factors. First, students have difficulty in understanding English word, phrase and sentence in English. Second, the students have difficulty in finding the main idea of the text they read. Third, students are not accustomed to practice reading in the classroom and everyday life. And the last, the teachers could not find the right method or technique to provide materials for students to learn and quick understanding the material presented.

In this case the teacher should find a strategy of in teaching reading comprehension to help the students in comprehending a passage. By applying appropriate strategy in teaching and learning process, it hopes can improve the students reading comprehension achievement.

One strategy to improve the students reading comprehension with a little teacher supervision is REDW or Read, Examine, Decide and Write. REDW (Read, Examine, Decide and Write) is a reading comprehension strategy that can help the students to comprehend the information contained in their assignment (Wright, 2004: 78). REDW (Read, Examine, Decide and Write) is also a note taking strategy in which a student attempts to break a complicated paragraph or section into series if ideas can be examined one at a time. This strategy can be very helpful when we are trying to take notes on a section of our textbook that we just cannot figure out.

By applying REDW (Read, Examine, Decide and Write) strategy, the writer assumes that this strategy is able to overcome the students' difficulties in reading comprehension. First, students will read (R) the entire paragraph to get the idea of a paragraph or to comprehend a reading passage. By this the students can whisper the sentence or words and they can form a picture in their mind of what they are reading. Second, the students examine (E) the sentence in the paragraph to identify the important words that tell what the sentence is about. Third, the students will decide (D) the words they wrote the best described the reading passage. The last activity in REDW method is write (W) that is writing the idea for each paragraph in their notebook. This written record will be helpful for the students to comprehend a reading text that covers the reading assignment. As a Gupta (2008: 72) states that REDW strategy is both a reading and study skill activity done by making brief notes in the margin of the text.

There are some advantages of using REDW strategy in comprehending reading texts. According to (Wright, 2004: 80). REDW is a good strategy to use to comprehend a reading assignment. Using this strategy:

- 1) help the students comprehend the information contained in their assignment.
- 2) can improve reading comprehension by forcing the students to interact with the text.
- 3) provides students opportunity to be active in the class, and
- 4) the students are motivated to improve their ideas or opinion through asking some questions and answering to find out the main ideas of a paragraph and comprehend the reading text.

The purpose of this strategy is to provide some students' opportunity to be active in class. Therefore, the writer is interested in conducting a research entitled "Improving The Students' Reading Comprehension By Using REDW (Read, Examine, Decide and Write) Strategy To The Tenth Grade Students of MA AL-Muawwanah Gunung Megang Muara Enim."

B. Problem of the study

To make the problem clear, the writer presents the formulation of the problem. The formulation of the problem is "is there any significant improvement of reading comprehension achievement on students' taught using REDW (Read, Examine, Decide and Write) strategy compared to those who are taught using teachers' strategy at the tenth grade students of MA Al-Muawwanah Gunung Megang Muara Enim?".

C. Objective of the study

Based on the problem of this study, the main objective of this study is to find out whether or not there is a significant improvement of reading comprehension achievement on students' taught using REDW (Read, Examine, Decide and Write) strategy compared to those who are taught using teachers' strategy at the tenth grade students of MA Al-Muawwanah Gunung Megang Muara Enim.

D. Significances of the study

The writer hopes this study would give the beneficial contributions to the writer herself, for the students, for the teacher of English and for the other researcher.

- (1) For the students of the tenth grade of MA Al-Muawwanah Gunung Megang.

By conducting this research, it would give the students some inputs so they could have reading comprehension activity well, and also would give them motivation to study English especially in learning reading comprehension.

- (2) For the English teacher of MA Al-Muawwanah Gunung Megang.

The writer hopes that the result of this research would be useful for the teacher to get information and apply this strategy in teaching learning process especially in teaching reading; also the teachers require scientifically validated intervention strategy to provide effective and efficient reading interventions. Research has been conducted to the teachers in teaching the students reading comprehension by using REDW (Read, Examine, Decide and Write) strategy.

- (3) For the other researchers

It would give information about the teaching reading comprehension that there is another strategy which is by using REDW (Read, Examine, Decide and Write) strategy, so that they could improve it for the future.

- (4) For the writer herself

By conducting this research, it would increase the writer's own knowledge on how the reading comprehension is taught to the students and how to measure the students' achievement on other reading activity.

E. Hypotheses

There are two hypotheses used in this research, they are the null hypotheses (H_0) and alternative hypotheses (H_a) as follows:

H_0 : There is no significantly improving the students reading comprehension achievement through REDW (Read, Examine, Decide and Write) strategy compared to those who are taught using teachers' strategy at tenth grade students of MA Al-Muawwanah Gunung Megang Muara Enim.

H_a : There is a significantly improving the students reading comprehension achievement through REDW (Read, Examine, Decide and Write) strategy compared to those who are taught using teachers' strategy at tenth grade students of MA Al-Muawwanah Gunung Megang Muara Enim.

F. Criteria of Testing the Hypotheses

To prove the research problem, testing research hypotheses is required as follows:

1. If the p-output (Sig.2-tailed) is lower than 0.05 and t-value is higher than t-table (2.04) with $df=30$, the null hypotheses (H_0) is rejected, and the alternative hypotheses (H_a) is accepted. It means that there is means significant improvement.

2. If the p-output (Sig.2-tailed) is higher than 0.05 and t-value is lower than t-table (2.04) with $df=30$, the null hypotheses (H_0) is accepted, and the alternative hypotheses (H_a) is rejected. It means that there is no means significant improvement.

CHAPTER II

LITERATURE REVIEW

In this part, the writer presents; (a) theoretical framework of concept of reading; (b) related previous study; and (c) research setting

A. Theoretical Framework

7. Concept of Reading

Judd (2001: 17) defines that “the ability to read ordinary texts in an additional language is a crucial skill that students should master. Reading, like listening, is an interactive process. Students need to master bottom-up skills: recognizing letters, understanding words and phrases, and comprehending sentences. Background knowledge enables readers to understand a passage, and to make a sensible guess when a word or phrase is not understood. Efficient readers make use of both top-down and bottom-up strategies; they use one to compensate for lack of knowledge of the other. Therefore, teachers need to provide instruction in both types of strategies in a comprehensive reading program”.

Bottom-up processing is when the reader builds up meaning by reading word for word, letter for letter, carefully scrutinizing both vocabulary and syntax. This is often associated with poor or slow readers, but can sometimes occur when the readers own schema knowledge is inadequate. Top- Down processing is the opposite, where a global meaning of the text is obtained, through “clues” in the text and the reader’s good schema knowledge.

Although reading is generally after listening and speaking in the hierarchy of communication abilities to be developed, the teaching of English in Indonesian primary school should reading one of the first priorities to develop. This is not only because reading enables learners to access information from many written texts but also because reading proficiency contributes to one's self realization and the development of his personal –social adjustment.

Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and texts. The text can be difficult or easy, depending on inherent factor in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. The text in reading material can be articles, advertisement, folktales, myth, legend, hero tales, or short stories that we can find easily in newspaper or magazine. Those can be a reading media for students to read (Hedge, 2000: 122).

The factors involved in reading include sub-reading skills (such as word recognition, skimming, scanning, sentence comprehension, getting the topic, etc) and background knowledge.

According to Pang (2003: 6) reading is an understanding written texts. He mentions that reading consist of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to ones spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary,

grammatical knowledge, experience with text and other strategies can help them understand written texts.

Reading is the process of constructing or developing meaning for printed text. The reader brings prior knowledge or experiences to the text. The essence of reading is a transaction between the words of an author and the mind of the reader, during which meaning is constructed. This means that the main goal of reading instruction must be comprehension. The fact reading can be taught of as comprising two basic process: (1) decoding of written form; (2) comprehension of the message presented by the written form.

8. Concept of Comprehension

According to Pardo (2004: 272). Comprehension is a complex process that has been understood and explained in a number of ways. It means that if the reader does not comprehend what is written by the printed page, he or she is not reading, simply pronouncing the words, because comprehending is the main purpose of reading since it is the constructing meaning from print. A common definition for teachers might be that comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the readers takes in relationship to the text.

According to Duke (2002: 206), Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both satisfying and productive.

Comprehension includes making sense of words, connecting ideas between text and prior knowledge, constructing and negotiating meaning in discussion with others and much more.

Pang (2003: 14) adds “comprehension is the process of making sense of words, sentences and connected text”. He says that comprehension is the process of deriving the meaning of one word to another in a text. In addition, comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.

9. Concept of Reading Comprehension

Reading comprehension means understanding and remembering the ideas you find as you read. According to Klingner (2007: 2) reading comprehension is “the process of constructing meaning by coordinating a number of complex process that included word reading, word and world knowledge, and fluency”. It refers to ability in interpreting the words, understanding the meaning and the relationship between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as the following a three step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the student want to use, then they give them opportunities to practice those skills through workbooks or worksheets, and finally assess whether or not they use the skill successfully.

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards.

A major goal of reading comprehension instruction is to help students develop the knowledge, skills and strategies they must possess to become proficient and independent readers. When the students comprehend they interpret, integrate, critique, infer, analyze, connect and evaluate ideas in texts. They negotiate multiple meanings not only in their heads but in the minds of others. When comprehending, the students strive the process text beyond word-level to get to the big picture. When comprehending is successful, they are left with a sense from having understood the meaning of a text (Lehr and Osborn, 2005:03).

10. Concept of REDW (Read, Examine, Decide and Write)

Wright (2004: 78) states “REDW (Read, Examine, Decide and Write) is a good strategy to use to find the main idea in each paragraph of a reading assignment”. Using this strategy will help the students to comprehend the information contained in an assignment.

If the students have difficulty in understanding a text despite reading and rereading, this reading technique is meant to help them. First, reading the passage they are having trouble understanding and try to figure out the main, broad idea behind it. Examine each sentence and determine the main idea of each sentence. This technique essentially involves breaking down a difficult

passage into its smallest forms in order for it to be more easily consumed by the reader.

Based on Wright (2004: 78) REDW (Read, Examine, Decide and Write) stands four steps they are as following:

a. Read

The students read the whole paragraph to get an idea of what the paragraph is about. Horsburgh (2009: 03) states that reading is a complicated activity requiring considerable skills. Reading should be mastered by students because by reading, students will get any kind of information needed in order to help them acquire knowledge. From that perspective, it can be verified that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.

Read the sentence of a reading passage is to look at and understand the meaning of written or printed words or symbols (Hornby, 1995: 967). Reading words quickly and accurately allows students to “free up” their thinking so that they can concentrate on text meaning (Klingner, 2007: 7). Reading the words correctly is not enough; the students have to understand what words say. In fact, the students not only need to understand what they say but also must be able to go beyond the literal meaning of the text, think critically about the message, appreciate what the author is trying to say, and understand when you do not understand (Klingner, 2007: vii).

Based on Wright (2004: 78) the steps of “Read” are:

- (1) The students read the whole paragraph to get an idea of what the paragraph is about.
- (2) In this activity the students can picture what is happening in the paragraph in their head to get better understanding for it.
- (3) Read the reading more comprehensively and find quotes or ideas from the text that supports each argument and point that the students have listed.

As the students read, they might find it helpful to quietly read out loud if they are an auditory or if they are a visual learner, they may want to draw a picture to represent what they are reading.

b. Examine

Hornby (1995: 398) says “Examine is to look something carefully and in detail to learn something from it.” Successful readers must be able to effortlessly recognize most words they encounter and have the skills to figure out unfamiliar words. So If the students have difficulty in understanding a text despite reading and rereading, this step is meant to help them. Wright (2004: 79) adds the steps in Examining strategy of reading comprehension are:

- (1) The students examine each sentence in the paragraph to identify the important words that tell what the sentence is about.
- (2) They should ignore the words that are not needed that telling what the sentence is about.

(3) The easiest way to find the words that tell what the sentence is about is to cross out the words that are not needed in order to understand what the sentence is about.

(4) On a piece of paper, write the important words that tell what each sentence is about.

In this activity the students concentrate on the words that tell them what is happening in the book and imagine what is happening in their head.

c. Decide

Decide means to consider something and come to a conclusion (Hornby, 1995: 300). Decide in this strategy gives the students more carefull in understanding the comprehension of the text. The students then reread the words and wrote for each sentence in the paragraph. They decide which sentence contains the words they wrote that best describe idea of the paragraph. To get 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 they wrote are the supporting details for the main idea. To make complete, Wright (2004:79) states:

(1) Reread the words the students wrote for each sentence in the paragraph.

(2) Decide which sentence has the words they wrote that describes the main idea for the paragraph. These words are the main idea of the paragraph. The sentence that have these words is the topic of

sentence. The other words they wrote are the supporting details for the main idea.

In this steps, they should think if the words really describe the sentence if they don't cross them out, think about the words that describe the sentence.

d. Write

According to Hornby (1995: 1382) states that write is to make letters or other symbols on a surface. It means that comprehending a text involves actively creating meaning by building relationships among ideas in text, and between the text and one's knowledge, beliefs, and experiences (Wittrock in Graham and Hebert, 2010: 13).

Having students write about a text should enhance reading comprehension because it affords greater opportunities to think about ideas in a text, requires them to organize and integrate those ideas into a coherent whole, fosters explicitness, facilitates reflection, encourages personal involvement with texts, and involves students transforming ideas into their own words (Graham and Hebert, 2010: 13). In short, writing about a text should enhance comprehension because it provides students with a tool for visibly and permanently recording, connecting, analyzing, personalizing, and manipulating key ideas in text. Wright (2004: 79) gives the activity in Write:

- (1) Write the main idea for each paragraph in the students' notebook. This will provide them with a written record of the most important ideas they learned.
- (2) This written record will be helpful if they have to take a test for the book they read.

If they have a book report about the book, use the notes to help them write what the book is about, the notes will be a big help and the students may gain a good score for the report.

5. The Implementation of REDW (Read, Examine, Decide, and Write) in Teaching Reading Comprehension

In this study, REDW (Read, Examine, Decide, and Write) used for the teaching reading comprehension. This is one possible way as following this teaching procedure steps below (Wright, 2004: 80):

a. Preparation:

- (1) Choose a subject of interest to students.
- (2) Find three or four suitable sources that deal with different aspects of the subject. These could be websites, reference books, audio or video of lectures or even real people.

b. The lesson

- (1) The teacher distributes the copies of the text to the students
- (2) The students are asked to read the whole paragraphs.
- (3) The students are asked to identify the main idea of the paragraphs.

- (4) The students are asked to examine each of the sentence of the paragraph to find the important words telling about the paragraph, and then note it in their books.
- (5) The students are asked to reread the sentence they wrote about the topic of the paragraph.
- (6) The students are asked to write the main idea of the paragraphs

6. The Strength of REDW (Read, Examine, Decide, and Write)

Wright (2004: 80) said that REDW (Read, Examine, Decide, and Write) as a strategy in reading comprehension, has some strength as a useful strategy to help students to understand reading comprehension. The strengths are:

- a. The students have to actively attend to the main idea and select important ideas to retain in the reading text.
- b. Second, students can paraphrase with their own sentences.
- c. Third, as students elaborate on content by paraphrasing, indicating relationships among ideas, and developing their own examples, they are processing the content more deeply. This increased depth of processing multiple encoding increases the likelihood of comprehension and retention.
- d. Finally, in creating their own comprehending, the students generate a transportable and permanent storage of important information that is available for review.

B. Related Previous Study

There are some thesis that the writer found who talked about teaching reading comprehension. First, was entitled “Pengajaran Pemahaman Membaca Menggunakan Strategi REDW (READ-EXAMINE-DECIDE-WRITE), written by Masagus Firdaus in 2012. The results showed the mean of the pre-test score was 5.86, while the mean of the post test was 7.53. After the writer calculating the students’ scores it was found that the t-obtained was 6.35, while t-tabel was 1.69. It could be stated that REDW (Read, Examine, Decide, and Write) strategy could be implemented to improve the students’ achievement in reading comprehension.

The second one was “Improving the Students’ Reading Comprehension through REDW Strategy (A Classroom Action Research at the Seventh Grade Students of SMP Islam ATHIRAH Makassar” with 30 sample students, written by M. Yassin Hariming in 2010. The result showed REDW strategy improved the students’ literal comprehension and summarizing at seventh year students of SMP Islam ATHIRAH Makassar. Literal comprehension improved 23.90% and summarizing improved 22.80%. It was indicated that REDW strategy was suitable to improve the students’ reading comprehension in terms of literal comprehension covering main idea and topic sentence. Summarizing covering content and sequence idea.

The third was ‘The use of redw (read, examine, decide, write) strategy To Improve the ability of the First Year Students of SMP Negeri 17 Pekanbaru in Reading Comprehension’ written by Inda Liana, Atni Prawati, M. Nababan in 2012. She found that: First, the students reading ability could be improved by using Read, Examine, Decide, Write strategy. Before the

research was done, the average score of the students reading ability was only 63. After the research one for cycle 1, it improved to 73. Cycle 2, it increased up to 79,2. Second, the students' awareness in comprehending the texts. Read, Examine, Decide, Write strategy can improve students' reading ability. Third, the teacher was able to apply Read, Examine, Decide, Write strategy to make the teaching process effective and it also helped students improve their reading comprehension ability and more active in learning process.

The similarities of the previous studies and present studies are: the previous theses talked about reading comprehension for the topic of the study to improve the students' reading achievement as well as the present thesis.

M. Yassin Hariming, Masagus Firdaus, Inda Liana, and the Writer used REDW (Read, Examine, Decide, and Write) as the strategy to teach reading comprehension to the students.

The differences are that the first thesis was done at SMP Bina Lestari Palembang, M. Yassin Hariming at SMP Islam Athirah Makasar, and Inda Liana, Atni Parwati, M. Nababan at SMP Negeri 1 Pekanbaru, while the writer did the research at MA Al-Muawwanah Gunung Megang.

Masagus Firdaus took the population at the eighth grade students from one class consisted with 30 students and also as the sample, M.Yassin Hariming used the seventh grade students with 35 sample students, and Inda Liana took the first year students of SMP Negeri 1 Pekanbaru with 35 sample, while the writer at the tenth grade students with 62 students from two classes.

M.Yassin Hariming used action research in conducting their research, and Masagus Firdaus used Pre-Experiment, Inda Liana used the data

collection technique consisted of observation, field note, and tests, while the writer used quasi experimental method.

C. Research Setting

This current study was conducted in the Senior High School to the tenth grade students at MA AL-MUAWWANAH GUNUNG MEGANG MUARA ENIM. The location of the school is at Jl. Lokomotif in desa Gunung Megang luar, Kec. Gunung Megang, Kota Muara Enim, South Sumatera Province. This school is built above land 1.250 m² which restricted by:

Local Area Restriction of MA Al-Muawwanah Gunung Megang	
West	: Kades Office
East	: Train rail
North	: Teacher Public House
South	: Public Grave

M.Pd.I (The head master of MA Al-Muawwanah Gunung Megang) at 5th of July 2013. Ms. Afrida told that the school have some infrastructures in supporting the teaching learning process; the classroom consists of 6 classes, 1 office room that consists of principles' room, administrative room, and teachers' room, 1 public kitchen, 1 mosque, 1 Islamic Education laboratory, 1 library, 1 school canteen, 1 school health unit, and sport services.

There are 17 teachers in this school. However, there are only two teachers who teach English subject from the first to the third grade. One of them who teaches the third grade, graduated from English education

department. Meanwhile, the other one, who teaches the first and the second grade, did not graduate from English education department but from Indonesian education department. Therefore, in this case the writer focused on the tenth grade students. In the tenth grade students there are 2 classes which consist of around 35-40 in each class. The schedule of teaching English is on Monday, Wednesday and Thursday. The time allocation is 2 X 45 minutes for one meeting.

The particular setting chosen for this study is appropriate because of the Senior High School context, the cooperation of the administrators, and the teachers to conduct this study.

CHAPTER III
METHODS AND PROCEDURES

In this part, the writer presents (a) method of the research; (b) variables of the research; (c) operational definition; (d) population and sample; (e) techniques for collecting the data; and (f) techniques for analyzing the data.

A. Method of the Research

This research was conducted through a quantitative research, which is a systematic scientific investigation involving analysis of data collection in the form of numbers and statistics.

In this study, the writer used quasi experimental design, matching only pretest-posttest control group design. Quasi experimental design is studies in which the manipulable independent variable is not manipulated and both a pretest and posttest are used (Mueller:37). There were two groups, one as experimental group and one as control group. The basic scheme of matching only pretest-posttest control group is suggested by Fraenkel and Wallen, 1990 : 234) as follows :

O1	M	X1	O2
O3	M	X2	O4

Where :

O1 = Pretest for the experimental group

O2 = Posttest for the experimental group

M = Matched subjects

X1 = Treatment to experimental group

X2 = Treatment to control group

O3 = Pretest for the control group

O4 = Posttest for the control group

B. Research Variables

Based on Fraenkel and Wallen (2007: 39), a variable is defined as “a concept—a noun that stands for variation within a class of objects, such as *chair*, *gender*, *eye color*, *achievement*, *motivation*, or *running speed*. Even *spunk*, *style*, and *lust for life*.”

However, in order to assess the influence of a treatment in research, variables can be defined as independent and dependent variables. According to Fraenkel and Wallen (2007: 42), the independent variable is are those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables, and the dependent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. Also, in this research, the independent variable was known as the treatment variable. Thus, the independent variable of this research was the using of REDW (Read, Examine, Decide, and Write) strategy, and the dependent variable was the students’ reading comprehension achievement.

C. Operational Definition

The title of this research is “Improving the Students’ Reading Comprehension Achievement by Using REDW (Read, Examine, Decide, and Write) strategy to the Tenth Grade Students of MA AL-Muawwanah Gunung Megang Muara Enim. The term that used in this research are : improving, reading, comprehension, reading comprehension, and REDW (Read, Examine, Decide, and Write).

Improving means to bring into a more desirable or excellent condition. Reading means is getting some information from printed material. Therefore, the title of this research means helping the tenth grade students of MA Al-Muawwanah Gunung Megang Muara Enim to get better achievement.

Comprehension is simply another word for understanding. At its simplest, reading comprehension is a way of talking about whether or not a child has understood what they have read. Comprehension is also the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to decode what they read, make connections between what they read and what they already know; and think deeply about what they have read. Readers who have strong comprehension are able to draw conclusions about what they read. Without comprehension skills, a student will struggle with recall of information and total understanding of concepts.

REDW (Read, Examine, Decide, and Write) means a strategy to help the students to improve their reading comprehension achievement.

D. Research Procedures

The following are the procedure of improving reading comprehension through REDW (Read, Examine, Decide, and Write) strategy to the tenth grade students of M Al-Muawwanah Gunung Megang Muara Enim, South Sumatera Indonesia

Table 1

Teaching Procedures Of REDW Strategy and Teacher Method

No	Teaching Procedures	
	REDW Strategy	Teacher Method
1.	<p>Pre-activity</p> <p>a. Greeting the students.</p> <p>b. Checking attendance list.</p> <p>c. Asking the students some questions related to the topic which is going to be learned</p>	<p>a. Greeting the students</p> <p>b. Checking attendance list</p> <p>c. Asking the students some questions related to the topic which is going to be learned.</p>
	<p>2. Whilst Activity</p> <p>a. The teacher delivers the texts to the students</p> <p>b. The teacher asks the students to :</p> <p>a. Read</p> <p>The students are asked to read the paragraph or passage. Scan quickly to pick up pieces of information; spot key words, move on to look for other key words as your</p>	

	<p>eyes move. Once you grasp the main topic of what the paragraph intends to express, you are now ready to move to the next step.</p> <p>b. Examine</p> <p>The students are asked to examine the sentence in the paragraph to identify the important words that tell what the sentence is about and write on a piece of paper. Ignore the words that are not needed that telling what the sentence is about</p> <p>c. Decide</p> <p>The students are asked to decide which sentence contains the words they wrote that best describe to the main idea of the paragraph</p> <p>d. Write</p> <p>The students are asked to write down the main idea of the paragraph and any key supporting details.</p> <p>Post activities</p> <p>a. Concluding the lesson.</p> <p>b. Evaluating the students by</p>	<p>to the bottom and followed by the students.</p> <p>e. The teacher asked some students to read the passage paragraph by paragraph.</p> <p>f. The teacher asked the students to translate the passage paragraph by paragraph into Indonesian.</p> <p>a. Concluding the lesson.</p> <p>b. Evaluating the students</p>
3		

	giving the task.	
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This treatment was implemented in the tenth grade students of MA Al-Muawwanah Gunung Megang. The writer gave the treatment to the experimental group about one month. The treatment was given three times a week, so there were ten meetings altogether. Each meeting took 90 minutes (2 x 45). The writer applied the REDW reading strategy to the students through oral and written instructions. Additionally, the writer demonstrated the REDW reading strategy to the students through whole-class, guided practice using the text book.

The text were taken from two senior high school books, Dardjis, Fanany et.al. (2008) and Priyana, Riandi et.al (2008), the first book was written by Desmal Dardjis, sophian Fanany and Aisyah Anwar entitled English for SMA/MA Grade X. It was published by *Bumi Aksara* 2008. For the second book, it was written by Joko Priyana, Eka Denis Muchtar and Zayin Adib Muhammad entitled Interlanguage English For Senior High School students X Language Study Programme. It was published by *Pusat Perbukuan Departemen Pendidikan Nasional* in 2008. In this study, 10 text from two kinds of reading text were used as reading materials.

There were six recount text entitled joining the traditional dance competition, My bad experience , Visiting Bali, My Grandpa's funeral in Toraja, My best friend's Haruka and the football match. Four Narrative text were used entitled The magic box, No charge for love, The jealous crow and Ali Baba

Table 2
Reading Materials for Research Treatments

No	Teaching Schedule	Text's Title	Kind of Text	References	Meeting	Time Allocation
1.	Monday, 7 th of October 2013	joining the traditional dance competition	Recount Text	Dardjis, D., Fanany, S., & Anwar, A (2008). <i>English for SMA/MA grade x</i> . Bumi aksara	1 st	2 X 45'
2.	Wednesday, 9 th of October 2013	My bad experience	Recount Text	Dardjis, D., Fanany, S., & Anwar, A (2008). <i>English for SMA/MA grade x</i> . Bumi aksara	2 nd	2 X 45'
3.	Thursday, 10 th of October 2013	The magic box	Narrative Text	Dardjis, D., Fanany, S., & Anwar, A (2008). <i>English for SMA/MA grade x</i> . Bumi aksara	3 rd	2 X 45'
4.	Monday, 14 th of October 2013	No Charge for Love	Narrative Text	Dardjis, D., Fanany, S., & Anwar, A (2008). <i>English for SMA/MA grade x</i> . Bumi aksara	4 th	2 X 45'
5.	Wednesday, 16 th of October 2013	The Jealous Crow	Narrative Text	Dardjis, D., Fanany, S., & Anwar, A (2008). <i>English for SMA/MA grade x</i> . Bumi aksara	5 th	2 X 45'
6.	Thursday, 17 th of October 2013	Visiting Bali	Recount Text	Priyana, J., Muchtar, D.E., & Muhammad, Z.A (2008). <i>Interlanguage English for senior high school students x language study programme</i> . Pusat perbukuan departemen pendidikan nasional	6 th	2 X 45'
7.	Monday, 21 st of October 2013	My Grandpa's funeral in Toraja	Recount Text	Priyana, J., Muchtar, D.E., & Muhammad, Z.A (2008). <i>Interlanguage English for senior high school students x language study programme</i> . Pusat perbukuan departemen pendidikan nasional	7 th	2 X 45'
8.	Wednesday, 23 th of October 2013	My Best Friend, Haruka	Recount Text	Priyana, J., Muchtar, D.E., & Muhammad, Z.A (2008). <i>Interlanguage English for senior high school students x language study programme</i> . Pusat perbukuan departemen pendidikan nasional	8 th	2 X 45'
9.	Thursday, 24 th of October 2013	The football match	Recount Text	Priyana, J., Muchtar, D.E., & Muhammad, Z.A (2008). <i>Interlanguage English for senior high school students x language study programme</i> . Pusat perbukuan departemen pendidikan nasional	9 th	2 X 45'

10.	Monday, 28 th of October 2013	Ali Baba	Narrative Text	Priyana, J., Muchtar, D.E., & Muhammad, Z.A (2008). <i>Interlanguage English for senior high school students x language study programme</i> . Pusat perbukuan departemen pendidikan nasional	10 th	2 X 45'
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E. Population and Sample

1. Population

A population is any groups of individuals that have one or more characteristics in common that are of interest to the researcher (Best, 1995: 13). Sugiyono (2010: 55) states that “population is a generalization area that consist of object or subject which has quality and certain characteristic which was determined by the researchers for being learned and drew conclusion form it.”

If someone wants to examine all the elements contained in the research are, the research is the study population. The study of this research is also called the study population or cencus studies. The population of this research was all the tenth grade students of MA AL-Muawwanah Gunung Megang Muara Enim in the academic year 2013-2014. The number of the population were 80 students from two classes. They are as follows:

Table 3
The Population of the Study

No	Class	Students	Total
1.	X.1	40	40
2.	X.2	40	40
Total		80	

(Source: SMA Al-Muawwanah Gunung Megang in the academic year 2013-2014)

2. Sample

Sample is any group of individuals, which selected to present population. Based on Best (1995: 13), “a sample is a small proportion of a population selected for observation and analysis.”

Because there are two classes in this school, so they all are taken as the sample of this study in which class X.1 was the experimental group and X.2 as the control group with 40 students of each. Table below presents the sample.

Table 4
The Sample of the Study

No	Class	Students	Total
1.	X.1	40	40
2.	X.2	40	40
Total		80	80

(Source: SMA Al-Muawwanah Gunung Megang in the academic year 203-2014)

F. Techniques for Collecting Data

1. Test

The data were collected through test. The test was in the form of multiple choice and open question, they consists of 30 items. The level of reading of the test were analyzed by using readability-score.com. The test was given twice. The first time, it was given before the teaching learning activities (pre-test), and the second time, it was given after it (post-test) in order to find out whether or not the application of Read-Examine-Decide and Write (REDW) strategy significantly improve students' reading comprehension. Before the research instrument being given to the students, the validity and reliability of test items are estimated first through try out to know that the degree to which a test shows consistent results when administered to the students.

2. Criteria of scoring

For getting the result of students' achievement in reading comprehension. The criteria of scoring are needed. In this research, the researcher taught using REDW (Read, Examine, Decide and Write) strategy at the tenth grade students of MA-Almuawwanah Gunung Megang Muara Enim.

Table 5
The Range of Score

Criteria	The Range of Score
Very Good	>80
Good	>70
Average	>60
Poor	<60

G. Research Instruments

1. Validity of the Test

Arikunto (2010 : 211) says that validity is a measurement which shows the degree of validity of an instrument. In this study, the writer used validity of each question items. To find out the validity of the test question items, the writer analyzed the items of the tests by doing try - out in order to find out the validity of each question items. The writer gave the try-out to 26 students of tenth grade students at MA Rawdhotut Taufiq Muara Enim in the form of multiple choice with 30 question and open question with 10 questions. The test instruments were taken from senior high school book and internet.

Then, the coefficient of validity test can be analyzed by using a Pearson Correlation Coefficients in SPSS version 20. It can be said the test and questionnaire items to be categorized valid whenever the significance (2-tailed) of the *r*-output is higher than the *r*-table product at confidence level 5% (0.5).

a) **Validity of Multiple Choice Questions**

In this research instrument, there are 30 multiple choice questions, and the N-sample is 26 students. Then, each question item is analyzed for its validity. From students' answer on multiple choice questions, the correct answers are labeled 1, and the wrong answers are labeled 0. Then, the analysis of validity test is done using Pearson Correlation Coefficient in SPSS version 20.

The analysis result of each question item is found that there are 5 questions items considered invalid. They are question numbers; 6, 9, 24, 31 and 32 since the scores of significance are lower than *r*-table product (0.361). Then, 25 questions items considered valid. They are questions numbers; 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 33, 34 and 35 since the scores of significance are higher than *r*-table product (0.361). The analysis result of each question item is displayed in the appendix A.

b) **Validity of Open Question**

In this research instrument, there are 10 open questions, and the N-sample is 26 students. From students' answer on open questions, the correct answers are labeled 1, and the wrong answers are labeled 0. Then, the analysis of validity test is done using **Pearson Correlation Coefficient** in SPSS version 20.

The analysis result of each question item is found that there are 5 questions items considered invalid. They are question numbers; 1, 37, 38, 39 and 40 since the scores of significance are lower than *r*-table product (0.632).

Then, 5 questions items considered valid. They are questions numbers; 2, 3, 4, 5, and 36 since the scores of significance are higher than r -table product (0.632). The analysis result of each question item is displayed in the appendix B.

2. Reliability Test

Reliability test means that a test is consistent. A ruler made of rubber would not be a reliable ruler since it could stretch or contract to give varying measures (Tuckman, 1972: 160). The scores of reliability are obtained from tryout analysis which is done twice using the same sample and instruments.

Dealing with the reliability test, Fraenkel, Wallen, and Hyun (2012: 157) write that research purposes, a useful rule of thumb is that reliability should be at least 0.70 and preferably higher. In this part, the obtained scores of tryout analysis and the result analysis are presented using Pearson Correlation Coefficient in SPSS version 20.

The analysis result of reliability test shows that the score of Pearson correlation is 0.370 to multiple choice and 0.565 to open question. From the p-output, it can be stated that the test instrument is reliable since it is higher than 0.70.

H. Techniques for Analyzing Data

All of the data analysis were analyzed by using spss 20.0. before analyzing the data to measure the most effective technique and the interactions among the technique towards the students reading interest, the analysis of the students pretest and posttest in the experimental and control group are done as follows.

1). Data Description

a. Distribution of Frequency

Distribution of frequency is a way of organizing the data by listing every possible score (including those not actually obtained in the sample) as a column of numbers and the frequency of occurrence of each score as another.

The information contained in the frequency table may be transformed to a graphical or pictorial form. No information is gained or lost in this transformation, but the human information processing system often finds the graphical or pictorial presentation easier to comprehend. Frequency distributions can be depicted in two ways, as a table or as a graph with the help of SPSS 20.0.

b. Descriptive Statistic

In descriptive statistics, the number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics were obtained from students' pretest and posttest score in control and experimental.

2). Pre-requisite Analysis

a. Normality Test

Normality test is used to measure whether the obtained data is normal or not. The data can be classified into normal whenever the p-output is higher than 0.05 (Basrowi, 2007: 85). In measuring normality test, Kolmogorov-Smirnov is used. The normality test is used to measure

students' pretest and posttest score in control and experimental groups (Holandyah, 2013: 186).

b. Homogeneity Test

In homogeneity test, the students' pretest-posttest scores in control and experimental groups were analyzed. To determine the students' score are homogenous or not, the students' pretest and posttest scores in control and experimental groups were analyzed using Levene Statistic. The students' scores are considered homogenous whenever the p-output is higher than mean significant difference at the 0.05 level.

3) Hypothesis Testing

In measuring means significant improvement, the result from pretest to posttest scores of reading comprehension achievement in the experimental group was compared by using paired sample t-test. Significant improvement was found when the p-output (Sig.2-tailed) was lower than 0.05 and t-value was higher than t-table (2.04) with $df=30$.

CHAPTER IV

FINDINGS AND INTERPRETATION

In this chapter, the writer discusses a) findings; and b) interpretation.

A. Findings

The findings of the study were to find 1) data descriptions; 2) prerequisite analysis; and 3) hypothesis testing.

1. Data Descriptions

a) Distribution of Data Frequency

In distribution of data frequency, the students' pretest-posttest scores in control and experimental groups were analyzed by using spss 20.0 and the result as follows:

1). Students' pretest scores in experimental group and control group

From the result analysis of data frequency, it was found that there were three students who got 60 (9.7%), four students got 62.5 (12.9%), three students got 65 (9.7 %), three students got 67.5 (9.7 %), five students got 70 (16.1%), four students got 72.5 (12.9 %), three students got 75 (9.7%), three students got 77.5 (9.7%), two students got 80 (6.5%), and one student got 82.5 (3.2%). The result analysis was described in Table 6.

Table 6

Descriptive statistics of reading scores

Groups	Category	Frequency (%)	Mean	SD
		N (31)		
Pre. t. exp and cont	Very Good	3 (9.7%)	69.9194	6.43829
	Good	15 (48.4%)		
	Average	13 (41.9%)		
	Poor	-		
Post. t. exp	Very Good	15 (48.4%)	78.3065	8.04640
	Good	11 (35.5%)		
	Average	5 (16.1%)		
	Poor	-		
Post. t. cont	Very Good	5 (16.1%)	72.2581	6.56236
	Good	16 (51.6%)		
	Average	10 (32.3%)		
	Poor	-		

2) Students' posttest scores in experimental group

From the result analysis of data frequency, it was found that there was one student who got 62.5 (3.2%), two students got 65 (6.5%), two students got 67.5 (6.5%), four students got 72.5 (12.9%), three students got 75 (9.7%), four students got 77.5 (12.9%), five students got 80 (16.1%), two students got 82.5 (6.5%), four students got 87.5 (12.9%), and four students got 90 (12.9%).

3) Students' posttest scores in control group

From the result analysis of data frequency, it was found that there were four students who got 62.5 (12.9 %), three students got 65 (9.7 %), three students got 67.5 (9.7 %), four students got 70 (12.9 %), three students got 72.5 (9.7 %), five students got 75 (16.1 %), four students got 77.5 (12.9 %), three students got 80 (9.7 %), one student got 82.5 (3.2 %), and one student got 87.5 (3.2 %).

b). Descriptive Statistics

In descriptive statistics, the students' pretest-posttest scores in control and experimental groups were analyzed through the analysis of spss 20.0. It was done to know the spreading scores of the students' pretest and posttest in the experimental and control groups including the scores of minimum, maximum, mean and standard deviation.

The detail information is described below.

1). Students' pretest scores in experimental group and control group

The result analysis of descriptive statistics found that there were 31 students. The lowest score was 60.00, the highest score was 82.50, mean score was 69.9194, and standard deviation was 6.43829.

2) Students' posttest scores in experimental group

The result analysis of descriptive statistics found that there were 31 students. The lowest score was 62.50, the highest score was 90.00, mean score was 78.3065, and standard deviation 8.04640.

3) Students' posttest scores in control group

The result analysis of descriptive statistics found that there were 31 students. The lowest score was 62.50, the highest score was 87.50, mean score was 72.2581, and standard deviation was 6.56236.

2. Prerequisite Analysis

In prerequisite analysis, normality analysis of the data and homogeneity analysis of the data were analyzed

a). Normality Analysis of the Data

In normality test, the students' pretest-posttest scores in control and experimental groups were analyzed. The normality test is based on the students' pretest and posttest scores in the control and experimental groups using one-sample Kolmogorov-Smirnov test.

1). Students' pretest scores in control and experimental groups

From the table analysis, it was found the p-output from students' pretest in control and experimental group were 0.909 and 0.909. From the score, it could be stated that the students' pretest score in control and experimental were considered normal since they were higher than 0.05. The illustration of result analysis was described in Table 7.

Table 7

Normality Test on Students' Pretest Scores in Control and Experimental Groups

No	Students' Pretest	N	Kolmogronov Smrinov Z	Sig.	Result
1	Control Group	31	0.564	0.909	Normal
2	Experimental Group	31	0.564	0.909	Normal

2) Students' posttest scores in control and experimental groups

From the table analysis, it was found the p-output from students' posttest in control and experimental group were 0.819 and 0.658. From the two score, it could be stated that the students' pretest score in control and experimental were considered normal since they were higher than 0.05. The illustration of result analysis was described in Table 8.

Table 8

Normality Test on Students' Posttest Scores in Control and Experimental Groups

No	Students' Posttest	N	Kolmogronov Smrinov Z	Sig.	Result
1	Control Group	31	0.632	0.819	Normal
2	Experimental Group	31	0.732	0.658	Normal

b). Homogeneity Analysis of the Data

In homogeneity test, the students' pretest-posttest scores in control and experimental groups were analyzed. To determine the students' score are homogenous or not, the students' pretest and posttest scores in control and experimental groups were analyzed using Levene Statistic.

1). Students' pretest scores in control and experimental groups

From the table measuring homogeneity test, it was found the p-output 0.838. From the score, it could be stated that the students' pretest scores in control and experimental group were considered homogeny since it was higher than 0.05. The illustration of result analysis was described in Table 9.

Table 9
Homogeneity Test on Students' Pretest Scores in Control and Experimental Groups

No	Students' Pretest	N	Levene Statistics	Sig.	Result
1	Control Group	31	0.042	0.838	Homogen
2	Experimental Group	31			

2). Students' Posttest scores in control and experimental groups

From the table measuring homogeneity test, it was found the p-output 0.607. From the score, it could be stated that the students' posttest scores in control and experimental group were considered homogeny since it was higher than 0.05. The illustration of result analysis was described in Table 10.

Table 10
Homogeneity Test on Students' Posttest Scores in Control and Experimental Groups

No	Students' Posttest	N	Levene Statistics	Sig.	Result
1	Control Group	31	0.268	0.607	Homogen
2	Experimental Group	31			

c) Hypothesis Testing

From the table analysis of REDW strategy, it was found that the p-output was 0.000 and t-value was 5.936. It could be stated that there was significant improvement from students' pretest to posttest scores taught using REDW strategy since the p-output was lower than 0.05 and t-value was higher than t-table (2.04). The illustration of result analysis was described in Table 11.

Table 11
Result of Analysis on Means Significant Improvement of Students' Reading Comprehension in Experimental Group

Experimental Group	Mean	Paired Sample T-Test			Ho
		T	Df	Sig. (2-tailed)	
	8.3871	5.936	30	0.000	Rejected

From the table analysis of teacher strategy, it was found that the p-output was 0.000 and t-value was 4.636. It could be stated that there was significant improvement from students' pretest to posttest scores taught using conventional strategy since the p-output was lower than 0.05 and t-value was higher than t-table (2.04). The illustration of result analysis was described in Table 12.

Table 12
Result of Analysis on Means Significant Improvement of Students' Reading Comprehension Average Scores in Control Group

Control Group	Mean	Paired Sample T-Test			Ho
		T	Df	Sig. (2-tailed)	
	2.3387	4.636	30	0.000	Rejected

Then, from the result of analysis above, it was found that the mean improvement from pretest to posttest in control group was 2.3387 and the mean improvement from pretest to posttest in experimental group was 8.3871. It could be stated that the improvement in experimental group was higher than the improvement in control group. The t-value found from control group was 4.636 and t-value found from experimental group was 5.936. This condition shows that even though control group showed an improvement, it was not as high as the experimental group, which was taught by using REDW strategy. It can be concluded that REDW strategy could improve students' reading comprehension achievement.

d) Students' Pretest and Posttest Score Analysis

In this part, the writer analyzed the students' pretest and posttest score to compare the scores in control group and experimental group and the scores' improvement of both groups in pretest and posttest.

Table 13

Students' Pretest and Posttest Score Analysis

NO	IMPROVEMENT					
	EXPERIMENT			CONTROL		
	Pretest	Posttest	Improvement	Pretest	Posttest	Improvement
1	80	82.5	3%	60	62.5	4%
2	60	72.5	21%	60	62.5	4%
3	60	67.5	13%	60	65	8%
4	77.5	90	16%	62.5	62.5	0%
5	60	72.5	21%	62.5	65	4%
6	80	80	0%	62.5	67.5	8%
7	70	80	14%	62.5	62.5	0%
8	62.5	87.5	40%	80	82.5	3%
9	67.5	77.5	15%	65	67.5	4%
10	62.5	72.5	16%	77.5	75	3%
11	62.5	90	44%	65	67.5	4%
12	65	65	0%	72.5	75	3%
13	62.5	72.5	16%	65	70	8%
14	70	77.5	10%	67.5	70	4%
15	65	62.5	4%	67.5	77.5	15%
16	72.5	82.5	14%	75	75	0%
17	65	67.5	4%	75	75	0%
18	70	90	29%	70	72.5	4%
19	70	80	14%	77.5	80	3%
20	77.5	75	3%	77.5	77.5	0%
21	82.5	90	9%	70	72.5	4%
22	72.5	77.5	7%	75	80	7%

23	70	75	7%	70	77.5	10%
24	72.5	87.5	21%	70	70	0%
25	75	72.5	3%	72.5	70	4%
26	77.5	87.5	13%	72.5	75	4%
27	75	80	7%	80	80	0%
28	67.5	65	4%	75	77.5	3%
29	75	80	7%	70	75	7%
30	72.5	75	3%	82.5	87.5	6%
31	67.5	87.5	27%	72.5	72.5	0%
Total	1802.5	2422.5	34%	1802.5	2255	25%

The result of students' pretest and posttest in experimental group above shows that two students who get 0%, four students who get improvement 3%, three students who get improvement 4%, four students who get improvement 7%, one students who get improvement 9%, one students who get improvement 10%, two students who get improvement 13%, three students who get improvement 14%, one students who get improvement 15%, three students who get improvement 16%, three students who get improvement 21%, one students who get improvement 27%, one students who get improvement 29%, one students who get improvement 40%, one students who get improvement 44%. Total improvement from experimental group is 34%.

The result of students' pretest and posttest in control group above shows that eight students who get 0%, five students who get improvement 3%, ten students who get improvement 4%, one students who get improvement 6%, two students who get improvement 7%, two students who get improvement 8%, one students who get improvement 10%, one students who get improvement 15%, Total improvement from experimental group is 25%.

B. Interpretation

The result analysis of measuring significant improvement from students' posttest score in experimental group and control group showed that the t-value was 5.936 and p-output was 0.000. It could be interpreted that there was significant improvement from students' posttest score taught using REDW strategy than the group of students were not taught by using REDW strategy since the t-value was higher than t-table and the p-output was lower than 0.05. Therefore, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

It indicates that REDW strategy has significant improvement in teaching reading comprehension to the tenth grade students of MA Al-Muawwanah Gunung Megang. It could be seen from the application of REDW strategy. The application of REDW reading strategy could improve the students reading comprehension achievement on students' pre reading activity. As Wright (2004: 78) states "REDW is a good strategy to use to find out the main idea in each paragraph of a reading assignment". Then (Hornby, 1995:967) the aim read the sentence of a reading passage is to look at and understand the meaning of written or printed words or symbols. Those have been proved that teaching reading comprehension using REDW (Read, Examine, Decide, and Write) strategy has been improved greatly than teacher strategy. It was because experimental group did learning by using REDW (Read, Examine, Decide, and Write) strategy.

Since the writer did the teaching process in control group, the writer can compare the progress of each group. Both groups got different treatment in teaching reading. The REDW (Read, Examine, Decide, and Write) strategy was

used for the experimental group is one of teaching reading activity which can be used to help the students to be success in reading. Whereas, the strategy which was given to the control group was the strategy that is commonly used by their teacher. The teacher usually uses grammar-translation strategy, so the writer applied those strategy to control group.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer presents the conclusions and suggestions related to the result of the study.

A. Conclusions

Based on the findings and interpretation in the previous chapter, it can be drawn the conclusion. Based on the result of pretest to posttest, REDW strategy significantly improves student's reading comprehension achievement to the tenth grade students of MA Al-Muawwanah Gunung Megang. Therefore, it can be inferred that teaching reading comprehension through REDW strategy can be considered as one alternative strategy to be used in teaching English especially to the EFL students.

B. Suggestions

The result of this study showed that the use of REDW strategy could improve students' reading comprehension. Therefore, the suggestion as follows:

The students should make questions related to a text and use REDW strategy

to comprehend the text, because it can stimulate the students' critical thinking in reading comprehension. Also they have to pay much attention to their teacher in the teaching and learning process so they could understand in studying about reading.

The teacher English are suggested to use Read, Examine, Decide, Write (REDW) strategy as teaching strategy to stimulate the students' learning reading spirit in the teaching reading process.

\For the other researchers are suggested to use the same strategy as the written present study in the different skill of English. And then from this study, it was also expected there will be other study that used this strategy in the different level. It can be junior high school or elementary school.

For the writer herself, she has done is just a small part of research in this field which needs to be developed. There are many weaknesses of this study and the writer needs some suggestions to make this study better and more useful. Hopefully, in the future there will be a similar study using this strategy and it will be better than what the writer has done.

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APPENDIX A

The Analysis Validity Result of Multiple Choice Questions

No	Validity Test	Sig.(2-tailed) of Pearson Correlation	<i>r</i> -table	Result
1	Item no 6	0	0.361	Invalid
2	Item no 7	0.790	0.361	Valid
3	Item no 8	0.940	0.361	Valid
4	Item no 9	0.252	0.361	Invalid
5	Item no 10	0.949	0.361	Valid
6	Item no 11	0.767	0.361	Valid
7	Item no 12	0.664	0.361	Valid
8	Item no 13	0.779	0.361	Valid
9	Item no 14	0.767	0.361	Valid
10	Item no 15	0.635	0.361	Valid
11	Item no 16	0.664	0.361	Valid
12	Item no 17	0.365	0.361	Valid
13	Item no 18	0.367	0.361	Valid
14	Item no 19	0.949	0.361	Valid
15	Item no 20	0.527	0.361	Valid
16	Item no 21	0.949	0.361	Valid
17	Item no 22	0.940	0.361	Valid
18	Item no 23	0.790	0.361	Valid
19	Item no 24	0.114	0.361	Invalid
20	Item no 25	0.767	0.361	Valid
21	Item no 26	0.440	0.361	Valid
22	Item no 27	0.790	0.361	Valid
23	Item no 28	0.904	0.361	Valid
24	Item no 29	0.710	0.361	Valid
25	Item no 30	0.635	0.361	Valid
26	Item no 31	0.100	0.361	Invalid
27	Item no 32	0.252	0.361	Invalid
28	Item no 33	0.949	0.361	Valid

29	Item no 34	0.949	0.361	Valid
30	Item no 35	0.790	0.361	Valid

The Analysis Validity Result of Open Questions

No	Validity Test	Sig.(2-tailed) of Pearson Correlation	<i>r</i>-table	Result
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1	Item no 1	0	0.632	Invalid
2	Item no 2	0.974	0.632	Valid
3	Item no 3	0.712	0.632	Valid
4	Item no 4	0.913	0.632	Invalid
5	Item no 5	0.929	0.632	Valid
6	Item no 36	0.929	0.632	Valid
7	Item no 37	0.538	0.632	Valid
8	Item no 38	0.252	0.632	Invalid
9	Item no 39	0.252	0.632	Invalid
10	Item no 40	0.438	0.632	Invalid

APPENDIX B

The Result of Reliability Open Question

Analysis Using Pearson Correlation

	Test1	Test2
Test1 Pearson Correlation	1	.499**
Sig. (2-tailed)		.009
N	26	26
Test2 Pearson Correlation	.499**	1
Sig. (2-tailed)	.009	
N	26	26

The Result of Reliability Multiple Choice

Analysis Using Pearson Correlation

		Test1	Test2
Test1	Pearson Correlation	1	.370
	Sig. (2-tailed)		.063
	N	26	26
Test2	Pearson Correlation	.370	1
	Sig. (2-tailed)	.063	
	N	26	26

The Result Analysis of Normality test

Normality Test of Pretest Score in Control and Experimental Group

		PRETEST
N		31
Normal	Mean	69.9194
Parameters(a,b)	Std. Deviation	6.43829
Most Extreme	Absolute	.101
Differences	Positive	.101
	Negative	-.086
Kolmogorov-Smirnov Z		.564
Asymp. Sig. (2-tailed)		.909

Test distribution is Normal.

Normality Test of Posttest in Experimental Group

		POSTEST
N		31
Normal	Mean	78.3065
Parameters(a,b)	Std. Deviation	8.04640
Most Extreme	Absolute	.131
Differences	Positive	.094
	Negative	-.131
Kolmogorov-Smirnov Z		.732
Asymp. Sig. (2-tailed)		.658

Test distribution is Normal.

Normality Test of Posttest Score in Control Group

		POSTEST
N		31
Normal	Mean	72.2581
Parameters(a,b)	Std. Deviation	6.56236
Most Extreme	Absolute	.114
Differences	Positive	.091
	Negative	-.114
Kolmogorov-Smirnov Z		.632
Asymp. Sig. (2-tailed)		.819

Test distribution is Normal

The Result of Homogeneity

Test of Homogeneity of Pretest

Ss_Score

Levene Statistic	df1	df2	Sig.
.042	1	60	.838

Test of Homogeneity of Posttest

Ss_Score

Levene Statistic	df1	df2	Sig.
.268	1	60	.607

AFFENDIX F

(Experimental Group)

School : MA AL-MUAWWANAH GUNUNG MEGANG
Subject : English
Class : X.1
Time Allocation : 2 x 45 Minutes

1. Competence Standard

5. Understanding the meaning of short texts and essay writing simple functional form of recount, narrative and procedure in the context of everyday life and to access knowledge

2. Basic Competence

5.2 Responding meaning and rhetorical steps essays written text accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of text: recount, narrative, and procedure

3. Indicator

1. Loud reading and writing a variety of meaningful discourse discussed with the correct pronunciation and intonation
2. Identify the topic of the text being read

4. Objective of the Study

After the teaching and learning process, the students are expected to be able to:

1. Identify the idea and the textual meaning
2. Identify the reference word
3. Identify some information
4. Understand word meaning

5. Teaching Material

Joining the traditional competition

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I hard with my teacher for a month. We also prepared the best costume we had.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better. Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired.

6. Teaching Strategy

REDW Strategy

7. Learning Activities

No	Activities	Time
1	<p>Pre-Activities</p> <ol style="list-style-type: none">1. The teacher opens the class.2. The teacher checks the students' attendance list.3. Teacher gives the question to the students related to the lesson. <p>Whilst-Activities</p> <ol style="list-style-type: none">1. The teacher delivers some pieces of paper which consist of some sentences from the text	2 x 45 minutes

	<ol style="list-style-type: none"> 2. The teacher asks the students to read the paragraph or passage. Scan quickly to pick up pieces of information; spot key words, move on to look for other key words as your eyes move. Once you grasp the main topic of what the paragraph intends to express, you are now ready to move to the next step. 3. Examine the sentence in the paragraph to identify the important words that tell what the sentence is about and write on a piece of paper. Ignore the words that are not needed that telling what the sentence is about 4. Decide which sentence contains the words they wrote that best describe to the main idea of the paragraph 5. Write down the main idea of the paragraph and any key supporting details. <p>Post-Activities</p> <ol style="list-style-type: none"> 1. The teacher asks the students to check their answers. 2. The teacher asks some students to make a conclusion about the lesson to identify whether they understand or not. 3. Teacher closes the class. 	
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8. Source and Media of Teaching

Text script “Joining the traditional competition”

9. Observation

1. Technique : Written text
2. Instrument form : Essay, Short answer.
3. Example of instrument :

Answer these following questions based on the text above!

1. What is the text about?

2. Where did the writer?
3. How long were they on plane?
4. Which word is the antonym of the word 'disappointed' in the last paragraph ?
5. In which paragraph did the writer express her/his feeling?

Gunung Megang, October 2013

Susiana

NIM. 08 25 0054

Lesson Plan
(Control Group)

School : MA AL-MUAWWANAH GUNUNG MEGANG
Subject : English
Class : X.1
Time Allocation : 2 x 45 Minutes

1. Competence Standard

5. Understanding the meaning of short texts and essay writing simple functional form of recount, narrative and procedure in the context of everyday life and to access knowledge

2. Basic Competence

5.2 Responding meaning and rhetorical steps essays written text accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of text: recount, narrative, and procedure

3. Indicator

1. Loud reading and writing a variety of meaningful discourse discussed with the correct pronunciation and intonation
2. Identify the topic of the text being read

4. Objective of the Study

After the teaching and learning process, the students are expected to be able to:

1. Identify the idea and the textual meaning
2. Identify the reference word
3. Identify some information
4. Understand word meaning

5. Teaching Material

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6. Teaching Strategy

Teacher Strategy

7. Learning Activities

No	Activities	Time
1	<p>Pre-Activities</p> <ol style="list-style-type: none">1. The teacher opens the class.2. The teacher checks the students' attendance list.3. The teacher give motivation to the students by asking some questions related to the lesson <p>Whilst-Activities</p> <ol style="list-style-type: none">1. The teacher asks the students to read aloud the text, one sentence for each student.2. The teacher let the students find the difficult words and translate it together.3. The teacher asks the students to translate the whole	2 x 45 minutes

	<p>text.</p> <ol style="list-style-type: none"> 4. The teacher asks the students to conclude the text. 5. The teacher asks the students to do the drill individually. <p>Post-Activities</p> <ol style="list-style-type: none"> 1. The teacher invites the students to check their answers. 2. The teacher asks some students to make a conclusion about the lesson to identify whether they understand or not. 3. Teacher closes the class. 	
--	---	--

8. Source and Media of Teaching

Text script “Joining the traditional competition”

9. Observation

1. Technique : Written text
2. Instrument form : Essay, Short answer.
3. Example of instrument :

Answer these following questions based on the text above!

1. What is the text about?
2. Where did the writer?
3. How long were they on plane?
4. Which word is the antonym of the word ‘disappointed’ in the last paragraph ?
5. In which paragraph did the writer express her/his feeling?

Gunung Megang, October 2013

Susiana

NIM. 08 25 0054

APPENDIX G

Students' Scores in Experimental Group

No	Name	Pretest	Posttest
1	Adli Baitulhaq	60	72.5
2	Ahmad Fadillah	60	67.5
3	Andi Riyanto	60	72.5
4	Budi Prasetyo	62.5	90
5	Bambang Rahmadi	62.5	87.5
6	Bram Wijaya	62.5	72.5
7	Cici Ekawati	62.5	72.5
8	Celia Susanti	65	65
9	Didi Pramudya Ananta	65	67.5
10	Debi Ristian	65	62.5
11	Untung Susmandi	67.5	87.5
12	Bill Klinton	67.5	77.5
13	Rahmat Hidayat	67.5	65
14	Divana	70	80
15	Ayu Tiara Sukma	70	80
16	Dea Aprilia	70	77.5
17	Dimas Ramadhan	70	90
18	Indah Melati Sukma	70	75
19	Desi Indriati	72.5	82.5
20	Indrawan Saputra	72.5	87.5
21	Febi Ismayanti	72.5	77.5
22	Tika Permatasari	72.5	75
23	Oktavia Savitri	75	80
24	Rizki Saputra	75	80
25	Kiki Syaputra	75	72.5
26	M. Syaiful Pusponegoro	77.5	87.5
27	Alfira Febriana	77.5	90
28	Elena	77.5	75
29	Adinda Putri	80	82.5
30	Andhika Siswanto	80	80
31	Fauzan	82.5	90

APPENDIX H

Students' Scores in Control Group

No	Name	Pretest	Posttest
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1	A. Bahrul Muhid	60	62.5
2	Ahmad Azhar	60	62.5
3	Ahmad Zaruddin	60	65
4	Ahya Sofa	62.5	65
5	Anisa Oktavia	62.5	62.5
6	Dede Istiqomah	62.5	67.5
7	Desi Kumala Sari	62.5	62.5
8	Diana	65	67.5
9	Eva Wati	65	67.5
10	Fahmi H	65	70
11	Febriyanti	67.5	70
12	Hasanudin	67.5	77.5
13	Khoirunnisa	67.5	65
14	Lailatul Qadar	70	72.5
15	Mamay Nuraini	70	72.5
16	Muhammad Amiruddin	70	77.5
17	Nasrul	70	70
18	Titi Suhartini	70	75
19	Tri Astuti	72.5	72.5
20	Fachrul	72.5	75
21	Nurman	72.5	75
22	Nurlaila	72.5	70
23	Indah Sri Astuti	75	75
24	Maryamah	75	80
25	Siti Aminah	75	77.5
26	Dinda Astini	77.5	75
27	Lista Aryati	77.5	80
28	Liza Susanti	77.5	77.5
29	Devinda Gofar	80	82.5
30	Rika Damayanti	80	80
31	Titik Ramadona	82.5	87.5

Critical value of t

df	Level of significance for one-tailed test					
	.10	.05	.025	.01	.005	.0005
	Level of significance for two-tailed test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291

Critical Values for Pearson's Product-Moment Correlation (r)

n df	$\alpha = .10$	$\alpha = .05$	$\alpha = .02$	$\alpha = .01$
3 1	.988	.997	.9995	.9999
4 2	.900	.950	.980	.990
5 3	.805	.878	.934	.959
6 4	.729	.881	.882	.917
7 5	.669	.754	.833	.874
8 6	.622	.707	.789	.834
9 7	.582	.666	.750	.796
10 8	.549	.632	.716	.765
11 9	.521	.602	.685	.735
12 10	.497	.576	.658	.708
13 11	.476	.553	.634	.684
14 12	.458	.532	.612	.661
15 13	.441	.514	.592	.641
16 14	.426	.497	.574	.623
17 15	.412	.482	.558	.606
18 16	.400	.468	.542	.590

19 17	.389	.456	.528	.575
20 18	.378	.444	.516	.561
21 19	.369	.433	.503	.549
22 20	.360	.423	.492	.537
23 21	.352	.413	.482	.526
24 22	.344	.404	.472	.515
25 23	.337	.396	.462	.505
26 24	.330	.388	.453	.496
27 25	.323	.381	.445	.487
28 26	.317	.374	.437	.479
29 27	.311	.367	.430	.471
30 28	.306	.361	.423	.463
35 33	.282	.333	.391	.428
40 38	.264	.212	.366	.402
50 48	.235	.276	.328	.361
60 58	.214	.254	.300	.330
70 68	.198	.235	.277	.305
80 78	.185	.220	.260	.286

90 88	.174	.208	.245	.270
100 98	.165	.196	.232	.256
200 198	.117	.039	.164	.182
500 498	.074	.088	.104	.115
1.000 998	.052	.062	.074	.081
10.000 9.998	.0164	.0196	.0233	.0258

Note; This table is abridged from Table 13 in *Biometrika Tables for Statisticians*, vol. 1, 2nd Ed. New York: Cambridge, 1958. Edited by E. S. Pearson and H. O. Harley. Reproduced with kind permission of the editors and the trustees of Biometrika.

(Best and Kahn, 1995:397)