

## ABSTRACT

**Ana Nurillah (321410054):** THE EFFECTIVENESS OF READ, EXAMINE, DECIDE, AND WRITE (REDW) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION (A Pre-Experimental Study to the Tenth Grade of Madrasah Aliyah Fadhillah Kembayan in the Academic Year of 2018/2019). First Supervisor: Finny Anita, M.Pd. Second Supervisor: M. Iqbal Ripo Putra, M.Pd. Thesis: English Education Study Program, Language Education and Art Faculty IKIP PGRI Pontianak.

The purpose of this research was to find out whether there was difference of students reading comprehension achievement before and after the implementation of Read, Examine, Decide, and Write (REDW) Strategy and how strong is the effect of Read, Examine, Decide, And Write (REDW) Strategy on reading comprehension to the tenth grade of Madrasah Aliyah Fadhillah Kembayan in the academic year of 2017/2018.

The design was a pre-experimental research in form of one group pre-test post-test design. The population of this research was all of tenth grade of Madrasah Aliyah Fadhillah Kembayan in the academic year of 2017/2018 and the sample chosen was X IPS consisted of 18 students. The sample was examined with cluster random sampling technique. The research was conducted at Madrasah Aliyah Fadhillah Kembayan on 15 November until 26 November.

The technique of data collection applied in this research was measurement technique. The data were collected through multiple choice test and analyzed by the expert judgment. The pre-test and post-test were conducted in order to collect the data from the students. The data were analyzed by using descriptive statistic. The researcher used the data distribution. Since the data was normal the researcher used paired sample test analysis to test the hypotheses and used Cohen's effect size to test the effect of the use of Read, Examine, Decide, and Write (REDW) Strategy.

The research finding showed that Read, Examine, Decide, and Write (REDW) Strategy was effective on reading comprehension, it was proved by the mean score during pre-test and post-test were 53.06 and 63.06 which meant that there were difference before and after treatment. The SD of pre-test (17.585) was higher than SD of post-test (13.627). It showed that the treatment was well implemented. Lastly it was proved by paired sample t-test value, sig value was smaller than  $\alpha$  ( $0,00 < 0,05$ ) which meant that  $H_a$  was accepted. The effect of the use Read, Examine, Decide, and Write (REDW) Strategy was strong effect level based on the Cohen's effect. It was 0.32 which meant that modest effect to increase students' reading comprehension.

**Keywords** : *Read, Examine, Decide, and Write (REDW) Strategy; Reading Skill; and Pre-Experimental Research.*