CHAPTER II

READ, EXAMINE, DECIDE, AND WRITE (REDW) STRATEGY

TOWARDS STUDENTS' READING COMPREHENSION

A. **The Nature of Reading Comprehension**

1. **The Definition of Reading Comprehension**

Reading is often connected with reading comprehension. When students are reading, they are doing thinking process by comprehending all the words, phrases, sentences, and paragraphs in order to get the meaning of the text as a whole. According to Smith (1982: 15) states that comprehension in reading as a matter of "making sense" of text, of relating written language to what we know already and to what we want to know. It means that comprehension is not quiet easy, they should require their thought and perception to get information from the text.

In addition, Woolley (2011: 15) stated that reading comprehension is the process of making meaning from text. Supported by Snow (2002: 11) defined that reading comprehension is the process of extracting meaning and constructing meaning concurrently through interaction ans involvement with written language. Reading written text will be useless if the readers do not know what the writer want to share in the text. Written text was made by the writer in order to share the ideas, informations and knowledges.

From the several explanation above , it can be concluded that reading comprehension is highly complex process as the ability to link prior knowledge and new information in the texts to decode meaning and to understand what the writer try to convey in the texts.

2. **The Types of Reading**

In reading a textbook, there are many ways. The students may read it silent or aloud reading. According Patel and Jain (2008: 117) mention four types of reading as follows:

a. Intensive reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. There are few characteristics of intensive reading:

1) This reading helps learner to develop active vocabulary.

2) Teacher play main role in this reading.

3)   Linguistic items are developed.

4) This reading aims at active use of language.

5) Intensive reading is reading aloud.

6) In intensive reading speech habit areemphasized and accent, stress, intonation and rhythm can be corrected

b. Extensive Reading

Extensive reading is a form of learning from meaning-focused input. During extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book. There are Few Characteristics of Extensive Reading are :

1) It helps learner to develop to active vocabulary.

2) Extensive reading is silent reading.

3) In extensive reading the subject matter is emphasized.

4) In the extensive reading the learners play main role because they have to ask for measures.

5) In extensive reading the idea can be developed.

6) The aim of extensive reading is to enrich learners' knowledge.

7) Through extensive reading the good reading habit can be developed.

c. Reading aloud

Reading aloud is activity that must be given at primary level because it is the base of words pronunciation. If it is not cared, it will bevary difficult at secondary level.

d. Silent reading

Teacher has to make the students read silently as and when they are able to read withoutany difficulties. Silent reading given at secondary level because the students do not need aid the teachers to correct their pronunciation.

From the explanation above, the researcher will use silent reading to apply the technique in the classroom. Silent reading is different from oral reading as it involves students reading solely to themselves. This kind of reading is quite benefical to both the teachers and students.

According to studies in the educational field, students who were given time to silently read and understand their topics had far better grades than other students. Teacher has to make the students read silently as and when they are able to read withoutany difficulties. Silent reading given at secondary level because the students do not need aid the teachers to correct their pronunciation.

It helps the students to get a lot of vocabularies and informations of text by implemented this technique.Teacher has to make the students read silently as and when they are able to read

withoutany difficulties. Silent reading given at secondary level because the students do not need aid the teachers to correct their pronunciation.

3. The Indicators of Reading Comprehension

In reading comprehension there are several indicators of reading that can be used to measure the students' comprehension. It means those components should be mastered by the students to comprehend the text. According to Mc,Namara (2007: 49) there are 3 indicators or aspect of reading comprehension, they are:

a. Inference-making

Inference-making is essential to ensure good understanding of a text. The reader focus on what they are looking for from the text and not focus on the text which is not important.

b. Comprehension Monitoring

The ability to monitor one's understanding of a text is an important skill for constructing meaning. Comprehension monitoring is often assessed by requiring readers to detect inconsistencies in text, such as scrambled sentences, contradictory sentences,or statements that conflict with readily available general knowledge.

c. Understanding Text Structure

Explicit awareness about text structure and the expectations engendered by certain common features of text may be useful aids for readers, helping them to invoke relevant

background information and schemas to facilitate their construction of a meaning-based representation.

Brown (2004: 206) there are 8 indicators or aspect of reading comprehension, they are:

a. Main idea (the most important idea the researcher wants the reader to know about topic)

b. Expression

c. Grammatical features

d. Inference

e. Detail (facts most ideas that prove or explain the main idea)

f. Excluding facts not written(unstated details)

g. Supporting idea

h. Vocabulary in context.

Based on the explanation above, in teaching reading comprehension the researcher will focus on 4 indicators based on the problem faced by the students such as, main idea, vocabulary (words meaning), supporting detail, and inference.

4. The purposes of reading comprehension

Reading is very beneficial for students and in the academic learning. The purpose of reading is comprehending the text to gain any information includes in the text, and in academic learning it is important to master reading in their subject to achieve a good result,

because in every subject, students' learning actvities involve reading. According to Grabe and Stoller (2002: 6) mention some purposes of reading as follow:

a. Reading to search for simple information

In reading to search, we typically scan the text for a specific piece of information or a specific word.

b. Reading to skim quickly

Reading to skim involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

d. Reading to integrate information, write and critiques texts.

These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information

e. Reading for general comprehension.

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

B. Read, Examine, Decided, and Write (REDW) Strategy

1. The Definition of Read, Examine, Decided, and Write (REDW) Strategy

REDW (read, examine, decided and write) is a strategy to help students get information. REDW is usually used for textbooks or other material that the students can not understand even though the students has attempted to understand the information by reading the material very slowly and carefully. The implementation of Read, Examine, Decided, Write (REDW) strategy can help the students to be active in teaching-learning process.

According to Styles (2008: 52) states that REDW strategy is primarily intended for reading materials that the individual is having difficulty understanding. The using of REDWstrategy is to help students understand the information in readingcomprehension. Based on Gupta (2008: 80) REDW is a good strategy to use while finding the

main idea in each paragraph of reading assignment. This strategy helps in comprehending the information contained in reading text.

Supported by Longman (2007: 129) states REDW strategy is a good strategy to use by the students to comprehend the information contained in reading materials.

Based on those statements above, it can be conclude that REDW strategy is a good and effective strategy in teaching reading comprehension because it helps the students finding main idea in each paragraph of reading assignment and this strategy helps in comprehending the information contained in the reading text and also could encourage the students' interest, enthusiasm and motivate the students to be more active in reading activity.

2. **The procedure of Read, Examine, Decided, and Write (REDW) Strategy**

In teaching English, teachers needed to have good plan to teach to have good result. To achieve a good result, the teachers prepares lesson plan to know what teacher will going to do in the class. It is very important to think about procedure of technique that will be taught in the class to achieve better quality of reading comprehension. The following procedures of read, examine, decide, and write (REDW) strategy proposed in educational journal by Gupta (2008: 82):

a. The teacher explains the procedure of REDW strategy,

b. The teacher give the students reading material

c. The teacher asks the students to read the text to identify the main idea and the information of the text,

d. The students examine each sentence in the text and write down a few words that explain the main idea of each sentence,

e. The students decide which words best explain the main idea and which words are just describing details that support the main idea of the paragraph,

f. The students write down the main idea of the paragraph and any key supporting details,

g. The teacher observes the students' activities while they are doing all the steps to know whether or not the students apply the steps that have been taught correctly,

h. The teacher gives evaluation to the students by answering questions.

The resercher modify the procedures of REDW strategy based on expert's explanation. The procedures are:

a. Divide the students into a small group consist of 4 students.

b. The teacher give the students reading material

c. The teacher asks the students to read the text to identify the main idea, vocabulary (words meaning), supporting detail, and inference.

d. The students in the group examine each sentence in the text and write down a few words that explain the main idea,

vocabulary (words meaning), supporting detail, and inference of each sentence.

e. The students in the group decide the right answer.

f. The students write down the answer.

g. The teacher observes the students' activities while they are doing all the steps to know whether or not the students apply the steps that have been taught correctly.

h. The teacher gives evaluation to the students by answering questions.

3. The Advantages Read, Examine, Decided, and Write (REDW) Strategy

REDW strategy has the advantages that can be solve the students' reading comprehension. Styles (2008: 56) mention the advantages of REDW strategy are:

a. Help the students in comprehending the reading text.

b. It can improve students' achievement in reading comprehension.

c. Guides the students finding main idea.

From the advantages above, REDW is very good strategy in teaching learning process, the students can understand about the text more clearly and make students more active in teaching learning process.

4. **The Disadvantages Read, Examine, Decided, and Write (REDW) Strategy**

Although REDW strategy has advantages, its also has several disadvantages. According Styles (2008: 56) the disadvantages of REDW strategy are:

a. Less effective if done individually.

b. REDW strategy needs more time for discussion.

From the disadvantages, the researcher will minimize those disadvantages by:

a. The researcher divide the students into a small group

b. The researcher set the time for students to discuss with others, so the class will be more conducive and the students will be more enthusiast with the lesson.

C. **Review Related Study**

The first previous study is conducted by Shamsini and Mousavi (2014) entitled "Read, Examine, Decide, and Write Strategy and Its Effect on the Learners' Reading Comprehension Ability". The result of this research is the implementation of Read-Examine-Decide-Write (REDW) Strategy was done in EFL class of Sophomore students of University of Tehran. The results of this research are 78% or 32 0f 45 students got score ≥ 80. They were active in comprehending the text through steps of Read, Examine, Decide, and Write strategy (REDW).

The second previous study is conducted by Gilakjani and Sabouri (2016) entitled "Read, Examine, Decide, and Write Towards Students' Reading Comprehension". The result of the data analysis shows that the students' reading comprehension improves. It can be seen from the mean score from 63,06 in pretest increasing up to 76,27 in the posttest. This implies the implementation of the REDW strategy gives positive effects on the improvement of students' performance and achievementin the teaching learning process. Then the implementation of the Read, Examine, Decide, and Write Strategy makes the students enjoy and easier to do their reading assigment.

From the previos research that the researcher has described , it can be concluded that it has effect of using REDW Strategy toward reading comprehension and REDW can improve the students' reading comprehension as well.