

**IMPROVING STUDENTS' READING COMPREHENSION BY USING
REDW (READ, EXAMINE, DECIDE, WRITE) STRATEGY IN
DESCRIPTIVE TEXT**

**(A Classroom Action Research of Eight Grade at Students MTS
Muhammadiyah 1 Gemolong in the Academic Year of 2022/2023)**

THESIS

Submitted as A Partial Requirements for the degree of Sarjana



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RATIFICATION

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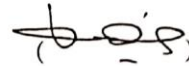
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DEDICATION

This thesis is dedicated to:

- ♥ My beloved parents, Sajidan and Rukini.
- ♥ My beloved brothers and all of my big family.
- ♥ My best friends who always support me.
- ♥ My classmate.
- ♥ Me, Myself, and I
- ♥ My beloved teachers and students MTS Muhammadiyah
1 Gemolong
- ♥ My beloved Almamater UIN Raden Mas Said Surakarta.

MOTTO

"all problems will surely pass and replace with happiness"

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Improving Students' Reading Comprehension By Using REDW (Read, Examine, Decide, Write) Strategy In Descriptive Text (A Classroom Action Research of Eight Grade at Students MTS Muhammadiyah 1 Gemolong in the Academic Year of 2022/2023)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, 6 December 2022

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 6 December 2022

The Researcher



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ABSTRACT

Nur Cholida Hanum. 2022. *Improving Students' Reading Comprehension By Using REDW (Read, Examine, Decide, Write) Strategy In Descriptive Text (A Classroom Action Research of Eight Grade at Students MTS Muhammadiyah 1 Gemolong in the Academic Year of 2022/2023)*. Thesis. English Language Education Study Program, Cultures and Languages Faculty.

This research was conducted to determine students' reading comprehension in descriptive text. Students are easily bored and have difficulty finding text information, main ideas, understanding English texts because teachers still use lecture strategies and are less attractive to students. The objective of this study was to improve the students' reading comprehension by using REDW strategy in descriptive text of eight grade at students MTS Muhammadiyah 1 Gemolong in the Academic Year of 2022/2023.

The research was classroom action research. The action research was carried out in pre-test and two cycle with total 9 meetings. The subject of the research was the students of VIII-A class. The english teacher, the researcher, and the students of VIII-A class were the team members of the research. In collecting the qualitative data, the researcher used observation and interview with the students and her collaborator. The collaborator in this research is the english teacher. The data were in the forms of observation sheets and interview transcripts. To support qualitative data, quantitative data were obtained from the pre-test and post-test scores. For qualitative data gathered through observations and interview, such as descriptions and reflections on what occurred during the learning process. Meanwhile, quantitative method, was used to analyze the data from the mean scores of pre-test and post-test.

The result of this study showed that the implementation of the REDW strategy in this study is succesful to improve the students' reading skill which deals with: (a) The students are able to find detailed information; (b) they are able to find the main idea; (c) they can understand the meaning of foreign words used in the text. Than class situation which deals with: (a) The teaching and learning process becomes more enjoyable for students; (b) the classroom situation becomes organized; (c) students become active. Looking at the scores, it was found that the students' reading skill is improved by implementing the REDW strategy. The mean of the students' scores in reading comprehension improved from 56.9 in the pre-test to 69.1 in cycle 1 and 77.4 in cycle 2.

Keywords : Reading Comprehension, REDW Strategys

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading has a very important role. Harmer (2007: 1) states that reading is useful for obtaining information, knowledge and values. When reading, readers will receive a lot of information from various sources that can add insight about world knowledge and its development. According to Brown (2004: 189), reading is a process of negotiating meaning. It can be seen that the reader's understanding of the text is the result of the interaction between his thoughts and the meaning of the text he reads.

According to Lore (2017) reading is the process of readers combining information from a text and their own background knowledge to construct meaning. While reading, the reader not only reads the text to get information but also to understand it. Based on observations, the facts show that many students have difficulty in reading comprehension when learning English. According to Sweet & Snow (2003: 1), reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and engagement with the text. In reading comprehension, students must be able to find the main idea of the text, find detailed information in a text, and understand the meaning of foreign words in the text.

Based on the results of an interview in February 2022 with an English teacher at MTS Muhammadiyah 1 Gemolong, in learning English so far it has been explained that the average student is unable to master reading

comprehension, especially in descriptive text. This can be seen from the scores of students' reading comprehension which are still not good. Students also look less active when asked to read and have difficulty understanding the contents of the text. The reading competence to be achieved in the curriculum used in schools is that students are able to understand the meaning of written discourse formally and informally in the form of recount texts, narrative texts, descriptive texts, procedure report texts, analytical texts, exposition texts, and explanatory texts according to the context.

Based on the results of observations, the students of MTS Muhammadiyah Gemolong still find some difficulties in reading, especially in descriptive texts. There are several problems in the climate class category experienced by students of MTS Muhammadiyah 1 Gemolong, namely: 1) The strategy used in teaching still uses the lecture method which is only done by the teacher, so students look bored in learning; 2) there is still a lack of student interest in reading because there are still students who are sleepy; 3) students are passively involved in the learning process, so if their teacher asks them a question, they don't answer the question; 4) students are noisy when the teacher gives an explanation, so the situation in the classroom becomes uncomfortable for learning. From the category of competency students, the problem indicators are: 1) students have difficulties in finding detailed text information; 2) students have difficulties in finding the main idea; 3) students have difficulties in understanding English words, phrases, sentences and conveying their meaning. In this

case, the teacher must try to overcome student problems by using appropriate methods, models, and strategies.

Related to the problems experienced by students, one strategy to improve students' reading comprehension is REDW or Read, Examine, Decide and Write. Wright (2004: 78) states that REDW is a good strategy in reading assignments to find the main idea in each paragraph. The use of this strategy has the advantage of being able to help students understand the information contained in reading texts. Students can paraphrase in their own sentences. Then it can increase the depth of the student's reading process thereby increasing the possibility of understanding and retention. Finally, in creating their own understanding, students gain a removable and permanent repository of important information available for review.

According to Strichart (2009) in cited by muktisari (2018), each letter of the REDW strategy represents a step in the strategy. This means that there are four steps in this strategy; (a) Read the entire paragraph for an idea of what the paragraph is about. (b) Examine each sentence in the passage to identify and write down the important words that tell what the sentence is about. (c) Decide which sentence contains the words that best describe the main idea and support the main idea. (d) Write the main idea of each paragraph in a notebook.

Researcher will apply the REDW strategy to improve basic reading comprehension competencies that have not been mastered by students. The first basic competency of reading comprehension is that students must be able to find the main idea of the text. By using the REDW strategy in the

read step, students read each paragraph to get an overview of the reading to get an idea. This step will stimulate the student's mind to read also to know what the text is about. The second basic competency is that students must be able to translate unfamiliar words used in a text. In the REDW strategy in the second step, namely examine, students check each sentence to identify and write important words. In this step students are directed to identify each word so that they are allowed to open a dictionary to translate.

The third basic competency of reading comprehension is that of reading comprehension, students must be able to find detailed information in the text. In the third step of REDW, decide suggests students decide which contains the words that best describe the main idea. Then the Write step, students can write the main idea of each paragraph so that they can conclude and understand the content of the text. Researchers consider that this method is very appropriate and effective in helping the learning process, especially in understanding the text. This method can give students the freedom to learn, thus making them enjoy and be active in the learning process

In this study, the researcher used three previous studies, the first of which was the thesis by Ananda Mega Ayu Lore (2017) entitled "The Effect Of Using Read-Examine-Decide-Write (REDW) Strategy On The Students' Achievement In Reading Comprehension". The second one was Yoga Aldy Papilaya's (2021) thesis entitled "The Influence Of Using REDW (Read, Examine, Decide, Write) Strategy Towards Students' Reading Comprehension". The previous third is a journal from Juristian Adi Nata 2020 entitled "The Effect of REDW (Read, Examine, Decide, Write)

Strategy on Student Reading Comprehension". Based on the explanation above, the writer wants to do a Classroom Action Research entitled "Improving Students' Reading Comprehension by Using the REDW Strategy in Descriptive Text".

B. Identification of the Problems

Based on the background of the study above, the problems can be identified as follows:

1. Mostly, students have difficulties in finding details of text ideas because of the lack of interest in reading students.
2. Students have difficulties in finding the main idea because students have not mastered the main idea material and the main idea paragraph layout.
3. Students have difficulties understanding english words, phrases, sentences and conveying their meaning because there are still students who do not know foreign words.

C. Limitation of the Problems

Based on the identification of the problem, this research only focuses on the used of the REDW Strategy for improving reading comprehension in descriptive text at the eight grade students of MTS Muhammadiyah 1 Gemolong in the academic year of 2022/2023 which consist of 2 cycles.

D. Formulation of the Problems

The problem of the research formulated as follows:

"How does the implementation of REDW improve student's reading comprehension in descriptive text of eight grade at MTS Muhammadiyah 1 Gemolong in the academic year 2022/2023?"

E. Objectives of the Study

The objective of the research was to improve the students' reading comprehension by using REDW strategy in descriptive text of eight grade MTS Muhammadiyah 1 Gemolong in the Academic Year of 2022/2023.

F. Benefits of the Study

The result of this research hopefully are useful to provide input for:

1. The students

This research is expected to provide benefits for students to improve students' reading comprehension by using the REDW strategy.

2. The English teacher

The author hopes that this research will contribute to teachers related to students' reading comprehension and can be an additional strategy in teaching English. So, student achievement will be better.

3. The other researchers.

The author hopes that this research can be useful for readers and can be used as a reference for those who are interested in teaching English.

G. Definition of Key Terms

From the topic of research, the writer gives definition about the choosing of variable and subject of the study. The definitions of key terms are follows:

1. Reading Comprehension

According to Woolley (2011: 15) reading comprehension is the process of making meaning from the text, the goal is to get an overall understanding of what is described in the text rather than to get the meaning of isolated words or sentences.

2. REDW Strategy

Wright (2004: 78) stated that REDW is a good strategy in reading assignments to find the main idea in each paragraph. The purpose of this strategy is to provide opportunities for students to be active in the classroom.

3. CAR

According to Burns (2010: 2) action research is a self-reflective, systematic and critical approach to enquiry by participant members of the research community, which aims to identify problematic situations or issues considered by the participant to be worthy of investigation in order to bring about critically informed changes in practices.

CHAPTER II

LITERATURE REVIEW

This chapter discussed about theoretical frame work, previous research and research hypotesis:

A. Theroretical Review

1. Teaching Reading

According to Brown (2007: 8) the definition of teaching is as showing or helping someone to learn, how to do something, giving instructions, guiding in learning something, imparting knowledge, telling or understanding. It can be seen that teaching is a process to tell someone information, how to do something to help other people to learn in everyday life.

According to Harmer (2007: 107) teaching is the transmission of knowledge from teacher to student or creating conditions in which students somehow learn on their own. Learning to teach with a teacher helps students to give instructions. Meanwhile, according to Dirgantara (2013) teaching reading is a process where individuals learn to get meaning from texts. When teaching reading, students learn to use critical thinking strategies and use context to "guess" unfamiliar words.

In addition, in teaching reading the teacher also needs to pay attention to the principles that can be a guide. According to Harmer

(2001: 70) there are several principles in teaching reading are as follows:

- 1) Reading is not a passive skill
- 2) Students need to engage with what students read.
- 3) Students should be encouraged to respond to the content of the reading text, not just the language.
- 4) Prediction is a major factor in reading.
- 5) Match assignments with topics
- 6) A good teacher makes full use of the reading text.

2. General Concept of Reading

a. Definition of Reading

Reading is one of the language skills (reading, writing, listening, and speaking) that is important for every individual to learn and master. By reading, one can gather information and increase knowledge. According to Harmer (2007: 99) reading is useful for language acquisition. However, one should be able to better understand what is read. The more one reads, the better at understanding.

According to Weaver (2009: 10) reading is a process to determine what the reader's brain, emotions, and beliefs bring into reading. It can be interpreted that reading is the way the reader interprets the printed words. Meanwhile, according to Macky (2006), reading is both a process and a product. This means that the reading process or processes that involve

interaction between the reader and the text will produce reading products. The product of reading is the construction of meaning or reading comprehension; have understanding.

Based on this definition, it can be concluded that reading is a process carried out by the reader to obtain information by understanding the meaning of the reading and also capturing the meaning of the text.

b. Purposes of Reading

Reading is an activity that has a purpose. One can read to get the information of existing knowledge. One can also read for pleasure, or to deepen one's knowledge of the language being read. Anderson (2014) also mentions three typical purposes of reading: reading for pleasure, reading for information, and reading to learn something new.

According to Grabe and stoller (2002: 13), point out that this is the purposes of reading:

1) Reading to search for simple information

Reading for simple information is a common reading skill, although some researchers consider it a relatively independent cognitive process. It is often used in reading assignments which are perhaps best considered a type of reading ability.

2) Reading to skim quickly

Speed reading is a common part of many reading exercises and is a useful skill. This involves a combination of guessing strategies where it may be important in the text, then using basic reading skills on segments of the text until a general idea is formed.

3) Reading to learn from text

Reading to learn often occurs in academic and professional contexts, where one needs to learn large amounts of information from a text. Therefore, it requires the ability to remember main ideas, recognize and build a rhetorical framework and relate the text to the reader.

4) Reading to integrate information

Reading to integrate information requires a more informed decision about the relative importance of mutually supportive or contradictory information and a possible restructuring of a rhetorical framework that takes information from multiple sources into account.

5) Reading to write and reading to critique texts

Reading to write and reading to critical texts may be variations of reading to integrate information. Both require the ability to select, organize, and critique information from a text.

6) Reading for general comprehension

Reading for general understanding if carried out by a fluent and skilled reader, requires very fast and automatic word processing, strong skills to form a general meaning representation of the main idea, effective and efficient coordination of many processes within a very limited time limit.

The purpose of reading is not only for students, but also for the whole general public. Everyone should read a lot to get information and knowledge about social life. It can help a person stay informed about his country's political, social and economic issues.

c. Types of Reading

According to Rasyid et al. (2021: 37), in reading there are many types of reading, and two significant types of reading can be presented in detail below.

1) Extensive Reading

Richards et al. (2002: 193), says Extensive reading is reading in large numbers to gain a general understanding of what is read, to develop.

2) Intensive Reading

Brown (1988) states that intense reading is an emphasis on grammatical forms, discourse markers, and deep text structures to better understand literal meaning, interaction ambiguity, and retention in the long term. Intense reading is

reading that asks students to find words, identify their meanings, and finally identify accurate readings.

d. Reading Comprehension

Reading comprehension is important for students in every subject, because most of the teaching materials consist of text. Reading comprehension is the process of obtaining meaning from the text, which is the purpose of reading. Woolley (2011: 15) states that reading comprehension is the process of making meaning from the text, the goal is to get an overall understanding of what is described in the text rather than to get the meaning of isolated words or sentences. Meanwhile, according to Grabe and Stoller (2002: 17) argues that reading comprehension is the most important ability to understand clearly, the ability to understand information in a text and interpret it appropriately.

Reading comprehension is a process in which the reader must decide on linguistic symbols and reconstruct them into a meaningful whole. Comprehension includes recognizing and understanding ideas and related details. According to Klingner (2007: 2) reading comprehension is a process of constructing meaning by coordinating a number of complex processes which include word reading, word knowledge, and fluency.

3. General Concept of REDW Strategy

a. Definition of REDW Strategy

Wright (2004: 78) stated that REDW is a good strategy in reading assignments to find the main idea in each paragraph. This strategy helps in understanding the information contained in the reading text. The letters in REDW stand for Read, Examine, Decide, and Write. REDW is usually used for textbooks or material that is difficult for students to understand even though students have tried to understand the information by reading the material very slowly and carefully. The implementation of the REDW strategy can also help students to be active in the teaching and learning process.

Muktisari (2018) states that REDW (Read, Examine, Decide, and Write) can improve students' reading skills. This strategy helps students in understanding the reading text. In addition, it guides students to find the main idea in each paragraph. Meanwhile, Gupta (2008: 72) states that the REDW strategy is a reading and learning skill activity that is carried out by making short notes in the margins of the text. The purpose of this strategy is to provide opportunities for students to be active in the classroom. This strategy can also help increase students' interest and motivation in reading.

The components of REDW strategy are read, examine, decide, and write. The each step can be explained as follows (Nata, 2020):

1) Read

In this process, students need to read each paragraph of the text. However, there are students who do not understand the meaning of some words. Where to solve this problem the researcher asked students to use a dictionary.

2) Examine

Examine each sentence in the paragraph to identify important words that tell what the sentence is about. Ignore unnecessary words to tell what the sentence is about. And to find the main idea: (1) students must find the topic and theme of the first sentence; (2) observing the words/phrases that the author always uses for the topic being developed; (3) Pay attention to the closing paragraph where the author will express the main idea; (4) the location of the main idea is always at the beginning, end, or middle of the sentence; (5) the main idea always completes the sentence (has a subject and a predicate).

3) Decide

Decide in this strategy gives students more care in understanding the understanding of the text. The students then reread the words and write for each sentence in the

paragraph. They decide which sentences contain the words they wrote that best describe the idea of the main idea. To get the main idea of the paragraph. Words that are the main idea of the main idea.

4) Write

The last step, students should write down the main idea of each paragraph. This step will help students to remember what they have learned and provide good study notes for exams.

Based on the statement above, it can be concluded that the REDW strategy is a good and effective strategy in teaching reading comprehension because it helps students find the main idea in each paragraph of reading assignments and this strategy. Help in understanding the information contained in the reading text and can also encourage interest, enthusiasm and motivation of students to be more active in reading activities.

b. The Implementation of REDW Strategy in Teaching

Reading Comprehension

In this study, REDW (Read, Examine, Decide, and Write) was used for teaching reading comprehension. This is one way possible by following the steps of the teaching procedure 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. This could be a reference book, website, audio or video lecture.

b) The lesson

1. The teacher distributes a copy of the text to the students.
2. Students are asked to read the entire paragraph text.
3. Students are asked to identify the main idea of the paragraph.

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

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

1. Students must actively pay attention to the main ideas and choose important ideas to be stored in the reading text.
2. Students can paraphrase in their own sentences.
3. When students elaborate on the content by paraphrasing, showing the relationships between ideas, and developing their own examples by processing the content more deeply. This increased processing depth of multiple encodings increases the chances of understanding and retention.

Finally, in creating their own understanding, students gain a movable and permanent repository of important information that is available for review.

4. General Concept of Text

a. Genre of Text

Reading is one of the skills that need to be mastered when learning English. In the reading section we will find various types or forms of English text. But before learning about the type or types of text, we must first know the meaning of the text itself. Text is spoken or written passage.

According to Khoiriyah (2021: 9), the text has various kinds or types of text. Kind or type of text is called Genre. The text genre must have the following 3 things:

1) Social function / Communicative purpose

Social function in a text is often referred to as communicative purpose. The social function or communicative purpose of the text is the goal the author wants to achieve through the written text.

2) Generic structure

The arrangement of writing a text according to its social function or communicative purpose.

3) Language features

The linguistic features of the text aim to distinguish it from other types of text. The use of linguistic elements must be in accordance with the social function or communicative purpose of each type of text.

Based on the composition of the text and the use of linguistic elements, the text genre is divided into 13 kinds, namely:

- 1) Descriptive Text,
- 2) Report Text,
- 3) Procedure Text,
- 4) Narrative Text,
- 5) Recount Text,
- 6) News Item,
- 7) Analytical Exposition,
- 8) Hortatory Exposition,
- 9) Spoof
- 10) Explanation,
- 11) Discussion,
- 12) Review and,
- 13) Anecdote.

b. General Concept of Descriptive Text

- 1) Definition of Descriptive Text

Knapp & Watkins (2005: 98) explain that Descriptive text is a text to describe something such as place, thing, person, and animal. For example, it describes the characteristics of animal.

- 2) Social Function or Communicative Purpose

The social function or communicative purpose of descriptive text is to describe person, animal, place or thing.

3) Generic Structure of Descriptive text

According to Khoiriyah (2021: 11) states there are two generic structures of descriptive text as follows:

- a) Identification: This section is in the first paragraph. It contains about the introduction of a person, animal, place or thing will be described.
- b) Description: This section is in the second paragraph and so on. It contains the description of a person, animal, place or thing.

4) Language Features

- a) Using specific participant
- b) Using Present Tense
- c) Using action verb
- d) Using adjective

5) Example of Descriptive text

Identification Mr. Tucker is my math teacher at school. He teaches us at class IX.

Description He is a smart teacher. He can teach us very well. He is a strict teacher. He doesn't like his students came late at class. He will be very angry. Besides that he doesn't like us cheating in the test. He always tells us to be honest. His students must pay attention to his explanation. Besides that

Mr. Tucker always does the same things everyday. Entering the classroom, he will wash his hands in the basin in the corner the class. After that he will walk over to his desk. Sitting in her desk, he will look at and greet us formally. Then he will put on her glasses, open his textbook and ask us what lesson w discussed the previous meeting. And then he starts teaching. I was really amazed by his habit. (Source: UN SMP 2017)

B. Previous Related Studies

To develop the original analysis, the researcher presents the previous study dealing with the topic.

The previous study was conducted by Ananda Mega Ayu Lore 2017 entitled "The Effect of Using Read-Examine-Decide-Write (REDW) Strategy On The Students' Achievement In Reading Comprehension". This study aims to determine the significant effect of using the REDW strategy on achievement in reading comprehension. The similarity of research conducted by researcher Ananda Mega Ayu Lore is the use of the REDW strategy for learning reading comprehension. The difference between the research that the researcher conducted and the research conducted by Ananda Mega Ayu Lore used an experimental design and focused on narrative text. In this study, researcher used Classroom Action Research (CAR).

The other thesis that researcher used as the final project was conducted by Muslimaini 2017 entitled "The Effect of Using REDW

(Read, Examine, Decide, Write) Strategy On Reading Comprehension At Eight Grades Islamic Of Junior High School Tarbiyah Islamiyah Jambi". This study aims to determine whether or not there is a significant effect using the REDW strategy (Read, Examine, Decide, Write) on reading comprehension and to find out whether there is a significant difference between reading comprehension among students taught using the REDW Strategy (Read, Check, Decide, Write) and those that are not. The similarity of the research carried out by this Muslim researcher is the use of the REDW strategy for learning reading comprehension. The difference between the research that the researcher conducted and the research conducted by Muslima was using a quasi-experimental design. In this study, researcher used Classroom Action Research (CAR).

Next previous study is taken from journal was conducted by Juristian Adi Nata 2020 entitled "The Effect of REDW (Read, Examine, Decide, Write) Strategy on Student Reading Comprehension". The purpose of this study was to determine the effect of reading, reviewing, deciding, writing (REDW) on Reading Comprehension Students in Semester IV of the English Education Study Program, University of Muhammadiyah Bengkulu, 2018/2019 Academic Year. The similarity of the research conducted by researcher Juristian Adi Nata is the use of the REDW strategy for learning reading comprehension. The difference between the research that the researcher did and the research conducted by Juristian Adi Nata used an experimental study. In this study, researcher used Classroom Action Research (CAR).

Next previous study is taken from journal was conducted by P Sulistami, J Pahamzah, W Baratayaomi, S Syafriza 2018 entitled “Improving Students' Reading Comprehension by Using Peer Assisted Learning Strategies (PALS) In EFL Contexts”. This study aims to describing the process of teaching reading comprehension and identifying whether Peer Assisted Learning Strategies (PALS) can improve students' reading comprehension at the tenth grade of SMA Negeri 6 Kota Serang. The similiarity between the studies of researcher conducted by P Sulistami, J Pahamzah, W Baratayaomi, S Syafriza is the use of CAR (Classroom Action Research) as the research method. The differences between the studies of researcher conducts and the research conducted by P Sulistami, J Pahamzah, W Baratayaomi, S Syafriza used Peer Assisted Learning Strategies (PALS) strategy as the independent variable. In this research, the researcher used a REDW strategy as the independent variable.

Tabel 2.1 The Comparison of Previous Studies with Current Research

No	Researcher	Title of Research	Similiarities	Differences
1.	Ananda Mega Ayu Lore (2017)	<i>“The Effect Of Using Read-Examine-Decide-Write (REDW) Strategy On The Students' Achievement In Reading Comprehension”</i>	Variable of the research: Used REDW strategy in teaching reading comprehension	Research Design: Experimental design
2.	Muslimaini (2017)	<i>“The Effect Of Using REDW</i>	Variable of the research:	Research Design:

		<i>(Read, Examine, Decide, Write) Strategy On Reading Comprehension At Eight Grades Islamic Of Junior High School Tarbiyah Islamiyah Jambi”</i>	Used REDW strategy in teaching reading comprehension	Quasi-experimental design
3.	Juristian Adi Nata (2020)	<i>The Effect of REDW (Read, Examine, Decide, Write) Strategy on Student Reading Comprehension”</i>	Variable of the research: Used REDW strategy in teaching reading comprehension	Research Design: Experimental study
4	P Sulistami, J Pahamzah, W Baratayaomi, S Syafriza (2018)	<i>Improving Students' Reading Comprehension By Using Peer Assisted Learning Strategies (PALS) In EFL Contexts</i>	Research Design: CAR (Classroom Action Research)	Variable of the research: Used Peer Assisted Learning Strategies (PALS) in Improving the Students' Reading Comprehension

C. Rationale

Reading skills are very important for students to understand textbooks. Students are expected to be able to fully understand the text that is read. In reading comprehension, students must be able to find the

main idea of a text, find detailed information in a text, and guess or understand the meaning of foreign words in a text.

Based on observations, the facts show that many students have difficulty in reading comprehension when learning English, especially in descriptive texts. This can happen because of the problems that arise including the class situation and student competence. There are several problems in the climate class category experienced by students of MTS Muhammadiyah 1 Gemolong, namely: 1) The strategy used in teaching still uses the lecture method which is only done by the teacher, so students look bored in learning; 2) there is still a lack of student interest in reading because there are still students who are sleepy; 3) students are passively involved in the learning process, so if their teacher asks them a question, they don't answer the question; 4) students are noisy when the teacher gives an explanation, so the situation in the classroom becomes uncomfortable for learning.

From the category of competency students, the problem indicators are: 1) students have difficulty in finding detailed text information; 2) students have difficulty in finding the main idea; 3) students have difficulty in understanding English words, phrases, sentences and conveying their meaning. In this case, the teacher must try to overcome student problems by using appropriate methods, models, and strategies.

Related to these problems, the researcher intends to overcome these problems to improve students' reading comprehension by using the REDW strategy. As previously mentioned, the REDW strategy is an

effective strategy to achieve the reading goal of increasing students' understanding. Students can understand the meaning and understanding of reading texts. In addition, the use of the REDW strategy can help students become actively involved in the reading process.

D. Action Hypothesis

Based on the theories, thoughts, and explanation above the hypothesis of this research can be formulated as follows: REDW strategy can improve students' reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about variable and operational, research setting, subject and object of the research, action plan, techniques of collecting the data, research instrument, and techniques of analyzing the data.

A. Variable and Operational of Research Design

1. Variable

In this case study, there are two kinds of variables. There are independent and dependent variables. The independent variable in this study is the use of the REDW strategy (X), and the dependent variable in this study is students' reading comprehension (Y).

The research method used in conducting this research is CAR (Classroom Action Research). The action here uses a model developed by Kemmis and McTaggart (1998). According to Burns (2010:2) action research is a self-reflective, systematic and critical approach to enquiry by participant members of the research community, which aims to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practices. The procedure of Classroom Action Research consist of 4 stages namely, planning, action, observating, revised a plan, and reflecting. In this case, the researcher used action research method because the research was done in the class so the method that was used is Classroom Action Research and this study consisted of two cycle.

2. Definition of Variable

Definition of variables in this research were:

1) Independent variable (X)

The independent variable in this study is the REDW strategy. The REDW strategy is a strategy that will help students improve their reading comprehension, understand meaning, and help students answer questions from the text.

2) Dependent Variable (Y)

The dependent variable is students' reading comprehension, which is the process of understanding the message the author wants to convey. In this study, students' reading comprehension is a variable that is influenced by the REDW strategy.

B. Research Setting

Setting of this research would give explanation about the setting of place and setting of time

1) Place of the research

The research will be conducted at MTS Muhammadiyah 1 Gemolong. Located in Ngembat Kembang, Kragilan, Gemolong, Sragen, Central Java 57274. The subjects of this study were class VIII students of MTS Muhammadiyah 1 Gemolong in the 2022/2023 academic year. The condition of the surrounding area is a trading area and most of the students' parents make a living as farmers, fishermen and laborers. The condition of the area with its good culture is used as a source of learning. MTS Muhammadiyah 1

Gemolong is a school that serves the teaching of Junior High School (SMP) education in Sragen Regency which is accredited B. The lessons provided include all compulsory subjects according to the national curriculum with additional Islamic religious values.

Madrasah Tsanawiyah Muhammadiyah 1 Gemolong has 21 teaching staff who are competent in their field of study so that they are of high quality. There are three classes, seventh grade, eighth grade, and ninth grade. There are also various school facilities such as classrooms, science laboratories, biology laboratories, physics laboratories, chemistry laboratories, computer laboratories, language laboratories, libraries, sports fields, prayer rooms/mosques, UKS rooms, canteens and others.

2) Time of research

This research will be conducted in the 2022/2023 academic year at MTS Muhammadiyah 1 Gemolong. The completeness of this research timeline includes asking for permission, pre-research, writing research proposals, data collection, data analysis and thesis writing. The research timeline will be stated in the table below:

Table 3. 1 Research Schedule Table

No	Activity	Month 2022					
		Feb	Mar	Aug	Sep	Oct	Nov
1	Observation and Pre-Research	■	■				
2	Seminar on Proposal			■			
3	Conducting the research				■	■	
4	Analyzing data					■	
5	Examination of Munaqosyah						■

C. Subject of the Research

The subjects of this study were students of class VIII A Semester I of MTS Muhammadiyah 1 Gemolong in the 2021/2022 academic year. This class consisted of 29 students, 15 female and 14 male. The researcher chose class VIII A as the research subject because there was only one class VIII and the English teacher said that the students of class VIII A had some problems in reading class. In this study, researchers collaborated with English teachers at MTS Muhammadiyah 1 Gemolong.

D. Action Plan

The research method used in this research is CAR (Classroom Action Research) which was developed by Kemmis and McTaggart (1998). To better understand this action research process, details related to the action plan are given as follows:

1. Identifying the problem

At this stage, researchers have identified students' problems in reading activities. Researchers have used a number of techniques such as observation, interviews, and questionnaires to identify problems.

2. Carrying out the real Action Research

1) Planning

After conducting observations and interviews, the researcher prepares various things related to the action research that will be carried out. With that, the researcher made a lesson plan for the topic, material, media, instrument, time, and schedule of observations. Reading comprehension topics are selected based on the syllabus in the curriculum. The purpose of this action is to improve the reading skills of class VIII students of MTS Muhammadiyah 1 Gemolong through the REDW strategy.

2) Action

In this stage the researcher uses the REDW strategy for students' reading comprehension. This research consisted of two cycles, each cycle consisted of three to four meetings and each meeting took 40 to 60 minutes. The implementation stage is divided into three parts. Namely the opening, the core activity consisting of pre-reading, while reading, post-reading and closing. Thus, the researcher will conduct research in class according to the lesson plan that has been made. The researcher involved English teacher A as a collaborator to help observe the conditions and the researcher during the study.

3) Observation

At the observation stage, the researcher used to observe all teaching and learning activities including student understanding, student participation, classroom activities, and understanding

during the teaching and learning process. Observation results are recorded as data.

4) Reflection

After the teaching process using the REDW strategy, the researcher conducted an analysis of what had been observed to find out the advantages and disadvantages of the previous teaching activities. The results of this step will be the basis for the next activity or cycle, and will provide answers to the hypotheses proposed by the author before the action is taken.

3. Doing evaluation

After all of the teaching and learning activities were completed the students were given a test to assess their reading comprehension achievement. The researcher analyzed the test result and calculated the mean score to determine whether or not the students' reading comprehension improved.

E. Techniques of Collecting the Data

In this classroom action research, the researcher uses qualitative and quantitative techniques to collect data:

1. Observation

Observation is an activity to focus all one's attention on an object of research. This will be used to determine the condition of the class, the teaching and learning process, as well as to find out the difficulties, problems and understanding of the material provided by the teacher. While in the form of an observation sheet, the researcher

observed the students' abilities and their motivation in learning English. Observation was used to collect qualitative data.

2. Test

In addition, quantitative data includes formative tests there are pre-test and post-test. Quantitative in the form of numbers, the researcher used the test taken from the tests carried out before and after the cycle was carried out. The test scores were used in the form of pre-test and post-test 1 and post-test 2. This study consisted of two cycles, each cycle consisting of two to four meetings. The test results are analyzed to compare the improvement of students' reading comprehension skills, the test results can show that REDW can improve students' reading comprehension or not

3. Interview

Interviews were also used by researchers as a means to collect information from students and teachers. Researchers also took careful notes to gather information about classroom events, teaching and learning processes, or student behavior. The data is in the form of interview transcripts.

F. Research Instrument

In this classroom action research, the researcher uses an instrument to collect data in this study, the instrument is:

1. Test

The test will be given three times; at the beginning of the study and at the end of cycle 1 and at the end of cycle 2. The scores in the pre-

test and post-test were obtained through reading assessment. Then the test results at the end of the cycle will be compared with the results of the student's test scores before the action is carried out. The researcher gave a test with 20 multiple choice questions. The researcher involved English teacher A as a collaborator to help observe the conditions and the researcher during the study.

2. Non-test instruments

While the non-test instrument data consisted of observations and interview transcripts. Observations will be used to identify problems related to students' reading ability and to determine the condition of the class. The researcher used interviews to guide the researcher in conducting interviews with English teachers and students.

G. Techniques of Analyzing the Data

After collecting data, the next step of this research is to analyze the data. The data to be collected above will be analyzed by qualitative and quantitative techniques. Descriptions, and reflections on what will happen in the teaching and learning process will be obtained from observations and interview transcripts.

Data from the pre-test, post-test 1, and post-test 2 scores will be analyzed using quantitative methods using the formula proposed by Arikunto (2010:15). In analyzing the data, the researcher used the average score of the pre-test and post-test using:

$$X = \frac{\sum x}{n} \qquad Y = \frac{\sum y}{n}$$

In which:

X : Mean of pre-test scores

Y : Mean of post-test scores

n : Number of the data

$\sum x$: The sum of pre-test score

$\sum y$: The sum of post-test score

In this research, the results of analyzing quantitative data will be used to compare students' ability before and after this research this done. These will be used to find out whether any improvements between the student achievements before and after study.

H. Indicators of Success

The process and results of classroom action research are used to determine success. Researchers are considered successful when the increase in scores after the implementation of REDW is at least 70% of students achieving the MMC target at school and 70% of students actively participating in learning activities. The minimum mastery criteria (MMC) in English lesson is 75.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Research Findings

The findings are from the implementation the beginning to the end of the eight grade lesson at MTS Muhammadiyah 1 Gemolong. This study consisted of a pretest and two cycles. Each cycle has four meetings and one meeting to complete the post-test. The findings can be described as follows:

1. Pre-Test

The pre-test was held on Monday, October 3rd, 2022. The duration of this pre-test was 2x30 minutes. This class starts at 09.00 until 10.00. The researcher gave a pre-test to determine the students' ability in reading comprehension. The results of the pre-test show that there are still many students who cannot know detailed information, main ideas and are less able to translate difficult words. When the researcher gave a test to class VIII students, only four students reached the passing grade.

Based on the results of the pre-test of this study, the average score of students is 56.90 and the KKM is 75. It can be concluded that students' ability in reading comprehension must be improved to get better achievement. The highest score was 80.0 and the lowest score was 35.0. Briefly shown in the following table. Detail score is the appendix 6.

Table 4. 1 Pre-test Average score

No.	Explanation	Score
1.	Highest score	80.0
2.	Lowest score	35.0
3.	Average score	56.9

2. Research Implementation

This Classroom Action Research was carried out in two cycles. Each cycle consists of three meetings and one meeting for the implementation of the post-test. The steps of each cycle are: (1) planning an action; (2) carry out the action; (3) observing the action; (4) reflects the action; (5) revise the plan. In the first cycle, the researcher introduced the REDW strategy for teaching reading comprehension. The first cycle is carried out from the 4th October 2022 up to 17th October 2022, while the second cycle is carried out from the 18th October 2022 up to 31th October 2022.

The research implementation in each cycle is described in the following section.

1. Implementation of Cycle 1

The process of cycle 1 is as follow:

a. Planning

Before carrying out the action, the researcher made observations and gave a pre-test to the students. The test aims to determine the students' basic ability in reading

comprehension. After identifying the students' problems and the causes of the problems, the researcher applied his research to improve students' reading comprehension using the REDW strategy.

In conducting the research, the researcher held 4 meetings and prepared what activities the students had to do before taking real action. The implementation of these actions is based on the teaching and learning activities contained in the lesson plans. The topic of reading comprehension was chosen based on the syllabus in the MTS Muhammadiyah 1 Gemolong curriculum. The material is related to descriptive text.

b. Action and observation

In the observation, the researcher involved English teacher A as a collaborator to help observe the conditions and the researcher during the study. This is done to determine student responses and the impact of these actions. The researcher took one cycle of action in three meetings and one meeting to conduct a post-test. The research activities were presenting the material, explaining how to understand the text effectively using the REDW strategy, doing exercises, and discussing student work. Briefly shown as follows:

1) **First meeting**

The first meeting was held on Tuesday, October 4th, 2022. The duration of this meeting was 2x30 minutes. This class starts at 09.00 until 10.00. Before the researcher taught the students, the English teacher greeted the students. She told them that at the next meeting, the researcher would teach them English. The English teacher then gave the researcher the opportunity to act as a teacher. In the first session, before starting the lesson, the researcher greeted the students and checked their attendance.

Since this was the first meeting, she introduced herself first. The researcher uses English at the time of introduction, the researcher then repeats it again in Indonesian. Then she gave an overview of the material that students would learn. The researcher also asked the students if they did it because they wanted to build interaction between themselves and the students.

Before distributing the descriptive text to the students, the researcher taught them about the REDW strategy. She explained how or steps in REDW first. While he was explaining his strategy, the students listened intently. After he finished explaining the steps, he gave a text entitled "My House" to the students.

My House

My House is divided into two floors. On upstairs I have one room where I keep the washer and dryer and one big terrace. Downstairs, the floor is divided in eight rooms, four of them are bedrooms, other two are bathrooms and then one kitchen and one dining room.

In my bedroom, I have a lot of things inside, such as a television, a playstation 3, and many trophies. In my sister's bedroom, there is a computer and in the other two bedrooms are for my parent and my other sister.

Normally we eat in everywhere we want, but on Sunday we eat together in the dining room. I really love my house, the place where we could share everything together.

Adapted from : <https://www.jagoanbahasainggris.com/2017/05/materi-soal-dan-contoh-descriptive-text-dalam-bahasa-inggris-kelas-8-smp.html?m=1>

After sharing the text, he asked the students to read the text by applying the steps in REDW. The researcher guided them in the REDW stage, because this was their first meeting. First, he guides students to do the reading stage. He asked students to read each paragraph of the text. Students are allowed to use a dictionary to understand the meaning of some words. Then in the examine stage, the researcher asked students to examine each sentence in the paragraph to identify the important words that tell what the sentence is about. By finding the main sentence, main idea and conclusion. And to find the main idea: (1) students must find the main sentence where the main sentence contains the main idea or main idea; (2) the location of the main sentence is always at the beginning, end, or middle of the sentence; (3) the main sentence at the beginning usually has a repetition of words like that, this, they, he, etc. If the sentence at the end is usually marked with words such as therefore, so,

thus, and if in the middle of the sentence there are traits between at the beginning or the end of the paragraph.

But many students looked confused, then the researcher asked them to start the activity and asked if they found any difficulties. Here, it was found that the students had difficulties. There are still many students who have difficulty in identifying the important words that tell what the sentence is about. Thus, the researcher again explained how to deal with these stages. After explaining again, he gave an additional 5 minutes to complete the step.

After finishing the check stage, the researcher asked the students to proceed to the decide stage. At this stage, the researcher asked them to decide on this strategy to give students more care in understanding the understanding of the text. Students are asked to reread the words of each sentence in the paragraph. Then they were asked to decide which sentence contained the words they wrote that best described the main sentence and main idea.

After finishing the check stage, the researcher asked the students to proceed to the writing stage. At this stage, students must write down the main sentence and main idea of each paragraph. Then students are asked to

assemble the main idea of each paragraph into a text conclusion. This step will help students to remember what they have learned and provide good study notes for exams.

In the last stage, the researcher guides the students to reread or review what is mainly discussed in the text. At the end of the class the researcher asked the students whether there were any questions or not. None of the students asked. Then the researcher did a reflection on the day's learning. Finally, he ended the class by saying goodbye.

2) Second meeting

The second meeting was held on Monday, October 10th 2022. The REDW strategy is still limited to understanding the description text. Before starting the lesson, the researcher greeted the students, checked the students' attendance and reviewed the last material. After that, the researcher started the class by telling them about the topic they would discuss today. In this meeting, the researcher first distributed the descriptive text entitled "My Bedroom" to the students.

My bedroom

The bedroom is my favorite room. The wall color is blue, which is my favorite color. It's one snug bed that faces the window. Every morning, the sun shines through my window and wakes me up.

I put my table for study and do my prep at the corner. Beside that table, there is a massive wardrobe where I place all of my garments.

My father created the wardrobe on behalf of me as my birthday present. On the left aspect of the table, there's a shelf where I place all of my favorite books. On the table, there's a lamp, laptop, stationery, and notebook. Although my room is tiny and straightforward, I notice it is terribly cozy.

After sharing the text, he asked the students whether they still remember the stages in the REDW strategy or not. Some students said they still remember the stages and some have forgotten. The researcher tried to re-explain these stages to encourage students' memory.

After re-explaining, students start working on their assignments, they read the text, then students check each sentence in the paragraph to identify the important words that tell what the sentence is about in ten minutes. However, there were some students who asked the researcher about the difficult words found. The researcher explained the meaning of the difficult word. As a result of this condition there are also some students who do not do their assignments and there are also students who are busy with their friends. Then they were asked to decide which sentence contained the words they wrote that best described the main sentence and main idea. After that, students must write down the main

sentence and main idea of each paragraph. Then students are asked to assemble the main idea of each paragraph into a text conclusion.

After completing the stages, the researcher asked the students to discuss the text together. The researcher asks students to explain what they have learned about the main idea, generic structure and other detailed information. Most of the students were still silent when the researcher asked them questions. There were only 12 students who were active during the meeting. However, the students were more active than the first meeting.

When the time was running out, the researcher and the students reviewed the text about all the information in the class. At the end of the class the researcher asked the students whether there were any questions or not and also asked them to study the material again at home. Then the researcher did a reflection on the day's learning. He closed the class, said goodbye and left the class.

3) Third meeting

It was Tuesday, October 11th 2022. Class starts at 9:00 am The writers will have their third meeting today. As usual, before starting the lesson the writer greeted the students, checked attendance and reviewed the last material. After that, the researcher conveyed the topic to

be studied that day. The topic of "My Father". The students seemed interested. They want to know in the description text.

My Father

My father is a very great man. He can be a father and best friend for his children. My father is a hard worker. He worked as a math teacher at school.

As a mathematics teacher, he was very much loved by his students. Friendly personality makes him a favorite teacher for students and friends. Even though my father was a mathematics teacher, I still did not like mathematics.

I prefer English rather than mathematics. My father and I have the same hobby. We really like traveling and going to a new place for us. My father is very concerned with time for family. For him family is a priceless treasure. During school holidays, he always invited us around to travel and spend time together. I am very grateful to have a father who can be a father and a friend to me.

After understanding the topic that will be studied today, the researcher asked the students to do their own work. The researcher also reminded students about how to read with the REDW strategy. The author and his collaborators observed class conditions and students worked on assignments that used the REDW strategy steps or not. However, there was one student who forgot to apply the REDW strategy steps. In this way the researcher must retell the stages of REDW. After that, the researcher started a discussion about the students' work. Here, many students are enthusiastic and active in answering the assignments given by the author. Students are correct in finding the generic structure, main idea, and detailed information about the text.

After the time was running out, it was time for the researcher to close the lesson for the day. He announced to the students that at their next meeting they would have an exam. Hearing the teacher's announcement, the students responded very well. Finally, he ended the class by saying goodbye and leaving the class.

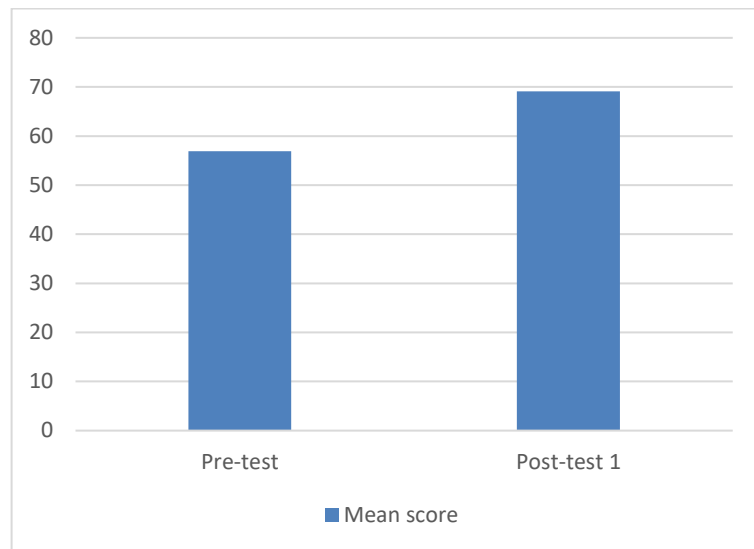
4) Four meeting

On Monday, October 17th 2022 at 09.00. That day the researcher made a post-test for students to complete the reading comprehension task. Researchers gave post-test to students to determine student achievement. There were 29 students who took the post-test. The researcher gave a test with 20 multiple choice questions. They were given sixty minutes to complete the test. Students take their assignments seriously. Some students were seen discussing with other friends. The researcher goes around the class during the test to prevent students from cheating. The results of the post-test (1) are shown in the following table. Detail score is the appendix 6.

Table 4. 2 Post-test average score

No.	Explanation	Score
1.	Highest score	90.0
2.	Lowest score	40.0
3.	Average score	69.1

Figure 4. 1 Comparison of The Students' at Pre-test and Post-test 1



Based on the table above, it can be concluded that the students experienced a significant improvement compared to the pre-test.

c. Reflection

After conducting the first cycle of action research on improving students' reading comprehension through the REDW strategy in the classroom, there were several advantages and disadvantages found. Strengths and weaknesses are shown as follows:

1. The strengths of cycle 1
 - a. The strengths in reading
 - 1) There is an increase in students' reading comprehension achievement. Indicators of

improved reading comprehension are finding detailed information in the text, finding main ideas, and understanding the meaning of foreign words from the text. In addition, the average score of students increased from 56.9 (pre-test mean score) to 69.1 (post-test score 1).

2) Students are able to understand the text well and can remember information based on the text in the long term.

b. The strength in Teaching learning activity

1) The REDW strategy can help students to organize their learning so that they can read texts effectively.

2) Student participation in class increases because there is good interaction between the researcher and students can also share their ideas effectively.

2. The weaknesses of cycle 1

a. The weakness in reading

1) There is still one indicator of reading comprehension where students are confused to understand the meaning of foreign words in the text. To understand foreign words there are some students who still use their dictionaries to translate the meaning.

- 2) There are still some students who forget to apply the steps in the REDW strategy
- b. The weakness in teaching learning activity
- 1) There are still some students who pay less attention and are confused with the REDW strategy.
 - 2) There are still students who are sleepy and busy in class when doing assignments.
 - 3) At the first meeting, the use of the REDW strategy took a long time because students were still confused about the stages, so the researcher had to repeat the instructions.

d. Revising the plan

Based on the results of the implementation in cycle 1, the researchers revised the plan. The plan in the next cycle will be focused on the examine stage with the REDW strategy.

In solving the problem, the researcher also asked students to work on the task in pairs. In one group consists of one to three students. In pairs, students will concentrate more on their partner in doing the exercises. In addition, students can really understand what they have to do with the REDW strategy in reading the text. So, researchers do not need more time to repeat the instructions.

2. Implementation of Cycle 2

The process of cycle 2 is as follow:

a. Planning

Based on the reflection in cycle 1, the researcher found that the REDW strategy could improve students' reading skills. However, the researcher found that many students still did not carry out the examine stage well. There are still many students who make the mistake of not checking each paragraph of the text first before making a decision. While in the REDW stage, the second stage that must be done is examine by examining all paragraphs of the text. They cannot pronounce the text in their own words and they also do not feel confident to do their reading when asked to read in front of the class.

Then the researcher agreed to ask students to work on the task in pairs. Researchers will apply pair work to students to focus more on their partners and not be busy alone.

b. Action and observation

In the observation in cycle 2, the researcher also involved the English teacher A as a collaborator to help observe the conditions and the researcher while teaching. This is done to determine student responses and the impact of these actions.

1) First meeting

The first meeting in cycle 2 was held on Tuesday, October 18th 2022. Researchers entered class at 09.00. At this meeting, the researcher focused on carrying out pair work to students. As usual, before starting the lesson the writer greeted the students, checked attendance and reviewed the last material.

Then the researcher told them that they would learn to focus on the question and answer stage in the REDW strategy. Then, the researcher presented the topic of the day. Before starting the core learning activities, the researcher reminded again about the steps of the REDW strategy. After that, she shared a text entitled “My Neighborhood” and asked the students to start doing their exercises.

My Neighborhood

I live in a comfortable and perfect neighborhood. The street is very quiet. Some people like lots of noise and crowds, but I'm little bit different. I like my quiet street. My house is between a big park and an apartment building. On the weekend, I sometimes buy a female magazine from the newsstand and sit in the green park to read it.

There is a big supermarket around 2 blocks from my house. Next to the supermarket there is a mini basketball court. Across the street there is a bakery, and next to the bakery is a video store where I can rent videos.

I think my neighborhood has everything I need. The only thing that isn't close is my school. In fact, I need to take two buses to get to school every morning.

The researcher asked the students to do the exercises in pairs. Student response is very happy. Then, the researcher asked them to read, then checked each

paragraph of the text by finding the main sentence, the main idea of each paragraph and he gave them 20 minutes to complete it. Researchers go around the class to control whether students can carry out these stages well or not. In the session, the students looked serious in carrying out the task.

After 20 minutes had passed, they were asked for the decide stage, they were asked to decide which sentence contained the words they wrote that best described the main sentence and main idea. After finishing the check stage, the writer asked the students to proceed to the writing stage. At this stage, students must write down the main sentence and main idea of each paragraph. Then students are asked to assemble the main idea of each paragraph into a text conclusion.

Knowing that the students had completed the exercise, the researcher gave each group the opportunity to present the results of their practice. When they can't find the right answer, the researcher guides them until they can find the right answer. Within ten minutes, there were five groups ready to perform. This method was successfully implemented.

Then at the end of the class, the researcher gave them the opportunity to review what they learned from

the text. Then, the researcher asked the students whether there were any questions or not. None of the students asked. Then, she made a reflection of the day's lesson. Finally, she ended the class by saying goodbye.

2) Second meeting

The second meeting in cycle 2 was held on Monday, October 24th 2022. The researcher started the lesson by greeting the students. After that check attendance. The researcher reviewed the previous lesson and appointed several students to review the last material. After the activity was completed, the researcher presented the topic of the day. The topic is “My Smartest Classmate, Nila”. Then the researcher distributed the reading material to the students.

My Smartest Classmate, Nila
<p>I have a classmate that is good at almost all subjects. Her name is Nila Lutfiawati. All her classmates usually call her Nila. She is a quiet person.</p>
<p>Nila has a pair of thick bushy eyebrows. Her face is oval and her nose is a bit flat. She has slim and short body. Her skin is brown. She has long and wavy hair. She is a good person and treats all of her friends nicely. She is also a polite, diligent, discipline, and friendly person. Her hobby is solving crossword. She likes to eat crispy fried banana and drink ice tea.</p>
<p>Nila is the most active students in my class. When our teacher gives a test, she can do it quickly even though it's so difficult. Although she is the smartest student in class and gets the highest score of all students in my school, it doesn't make her become a big-headed person and always stays humble. She always helps me whenever I face some troubles in doing my assignment.</p>

After that, the researcher asked the students to start implementing the REDW strategy step by step. First, they were asked to do a read and examine stage. She gave them 30 minutes to complete that stage. As usual, the

researcher went around the class and controlled the students so that the class remained conducive.

After 30 minutes, the researcher asked to continue the decide and write stage. Students are asked for the words they write that best describe the main sentence and main idea. Then students are asked to proceed to the writing stage, students must write down the main sentence and main idea of each paragraph. Then students are asked to assemble the main idea of each paragraph into a text conclusion.

After the students had completed the exercise, the researcher gave the opportunity to each group to present the results of their exercise. Here, all the students seemed enthusiastic. When they can't find the right answer, the researcher guides them until they can find the right answer. Here, the students are active. The interaction between students and researchers is done naturally.

Then at the end of the class, the researcher asked them to review the text and gave students the opportunity to ask if they were still having difficulties and to make reflections on the day's lesson. Finally, the researcher ended the lesson by saying goodbye.

3) Third meeting

The third meeting was held on Tuesday, October 25th 2022. The researcher started the lesson by greeting the students. After that check attendance. Before starting the lesson, the researcher gave positive feedback on the students' progress. The students looked happy. Then, the researcher started the lesson by reviewing the last material. Many students still remember the material.

After that, the researcher told the students about the topic of the day. The topic is about “My New Little House”. Then the researcher distributed the reading material to the students.

My New Little House

It's been a week since we moved to a new house. My house is a tiny house right in front of the park. The house only has an area of 36 square meters and a land area of 60 square meters. Not too big and not too small for me.

We have a small garden on the front porch filled with plants in colorful pots. Every plant thrives, there are flower and fruit plants. In fact, the chili plant has produced a lot of fruit.

The inside of my house is not too wide. My house consists of 1 living room, 2 bedrooms, kitchen, dining room, and 1 bathroom. In the living room only contains a carpet as a seat and a bookshelf mounted on the wall. To make the atmosphere fragrant, there is an automatic spray deodorizer installed on the wall. The white tiled floor makes this tiny house look spacious.

That's my new little house. Even though this house is new, the memories in this house are still the same. This is where my family and I will live happily together.

After that, the researcher asked the students to start implementing the REDW strategy step by step. First, they were asked to do a reading and examining stage. Then, the researchers asked them to do the exercises with their partners. It also reminds students to always underline important words.

The next activity is decide and write. The students were asked to decide which one was appropriate and the students had to write down the main sentence and main idea of each paragraph. Then students are asked to assemble the main idea of each paragraph into a text conclusion. After the students had completed the exercise, the researcher gave the opportunity to each group to present the results of their exercise.

Then the researcher and students reviewed the material that day. She gives students the opportunity to ask questions if they are still having difficulties with the material and to reflect on the day's lesson. Then, the researcher announced to the students that at the next meeting they would hold a post-test. In this case, students look more confident than in the previous test.

4) Four meeting

It was Monday, October 31st 2022. At this stage the researcher conducted a second post-test for students as the last activity carried out in the second cycle. There were 29 students who took the post-test. The researcher gave a test consisting of 20 multiple choice questions. They were given sixty minutes to complete their task. Post-test aims to determine student achievement. Then, the researcher distributed the test sheets. Students take

their assignments seriously. The researcher goes around the class during the test to prevent students from cheating. The results of post-test (2) are shown in the following table. Detail score is the appendix 6.

Table 4. 3 Post-test 2 average score

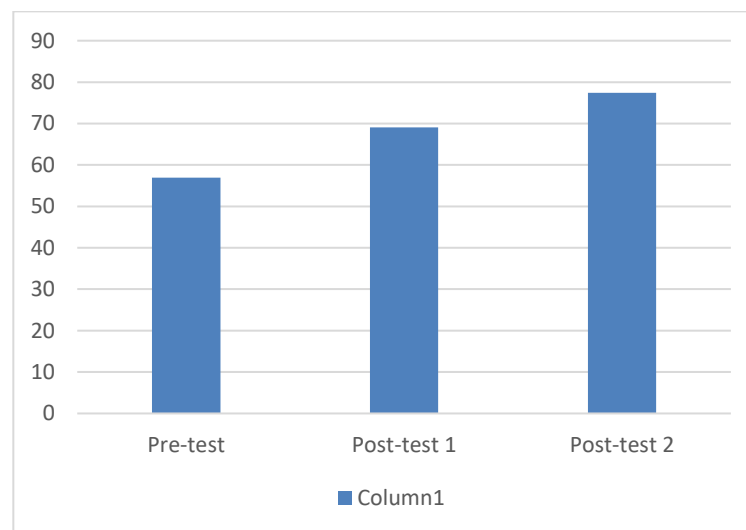
No.	Explanation	Score
1.	Highest score	90.0
2.	Lowest score	65.0
3.	Average score	77.4

Based on the table above, it can be concluded that students experienced a significant increase compared to the previous cycle.

Table 4. 4 The Comparison of Average Score from Pre-test, Post-test 1, and Post-test 2

Criteria	Condition		
	Pre-test	Post-test 1	Post-test 2
The lowest score	35.0	40.0	65.0
The highest score	80.0	90.0	90.0
The mean score	56.9	69.1	77.4
Students whose grades are above the KKM	4	13	22
Students whose grades are under the KKM	25	16	7
Exhaustiveness Percentage	13,79%	44,83%	75,86%

Figure 4. 2 The Comparison of The Students' at Pre-test, Post-test 1 and Post-test 2



c. Reflection

After carrying out the research in two cycles, the researcher carried out the final reflection of the research. The second cycle was carried out in four meetings. The

researcher revised the plan in the second cycle, where the plan focused on examining the REDW strategy and also asked students to work on assignments in pairs.

Based on the results of observations and tests, students' motivation also increased when the researcher asked students to work on assignments in pairs in carrying out the read and examine stages. This can be seen from the increase from cycle one to cycle two. By implementation the REDW strategy, students can understand the text effectively which is included in reading comprehension indicators such as: finding, finding detailed information from the text, main ideas, and understanding the meaning of foreign words.

In conclusion, students' reading skills in reading comprehension and students' motivation increased. In addition, the classroom situation is more active, organized, and fun.

B. Discussions

This section presents a discussion of research results. There is a formulation of the problem referred to in this study and the discussion only focuses on that matter. As previously mentioned, the purpose of this study was to find out the application of the REDW strategy in improving the reading comprehension skills of class VIII MTS Muhammadiyah 1 Gemolong.

This study focuses on improving students' reading comprehension by using the REDW strategy. This technique is carried out both in cycle I and cycle II. Each cycle consists of four meetings.

The results showed that the REDW strategy succeeded in improving students' reading skills and classroom situations. Their abilities increase from cycle to cycle. This can be seen through the average score of students' reading ability in the pre-test and post-test.

The REDW strategy is a strategy that can make students better understand reading skills. REDW is one strategy that can make students become active readers. This strategy is used to make students understand the content of the text and is best used when finding the main idea. Gupta (2008) states that the REDW strategy is a good strategy to use when finding the main idea in each paragraph of the reading assignment contained in the reading text.

In line with Muslimaini (2017) states that the use of the REDW strategy is believed to be able to overcome and improve students' reading comprehension. Students become more active in learning. They have no difficulty understanding meaning, understanding to find detailed information and knowing to find the main idea.

In the first cycle, the researcher carried out the REDW strategy by asking students to work individually. In that cycle, many students had difficulty understanding the meaning of foreign words in the text and forgot to apply the stages in the REDW strategy, especially at the check stage when reading the text. The researcher and his collaborators

decided to continue the action in the next cycle. The teacher revises the plan. Plans for the next cycle will be focused on the question and answer stage with the REDW strategy.

In the second cycle, the researcher asked students to work on assignments in pairs. Students are more active and enjoy more during the teaching and learning process in the second cycle. They also show good teamwork in discussions. They also get optimal reading comprehension in the second cycle. With a pair, they will be more confident than working individually and they are also more serious than before. After observing the process and interpreting the data, the researcher decided to stop the action because the data indicated that the indicators were fulfilled.

The REDW strategy was successful in helping students improve their reading comprehension. This finding is supported by research results starting from the pre-test and post-test. The results showed that the average score of students in the pre-test was 56.9, the average score in post-test 1 was 69.1 and the average score in post-test 2 was 77.4. This is supported by the individual student scores. This shows that at the last meeting, out of 29 students, around 76% of student scores were above the KKM.

The REDW strategy can improve the reading class situation. It was stated earlier that most students have low motivation to learn English and are not interested in learning English. With that, the behavior of the students changed after the research. They become active in answering

questions posed by the teacher in the reading process. Students keep concentrating on the lesson and discussing the assignments given with their partners. On the other hand, students can draw conclusions about what they have read.

This is in line with Woolley (2011: 15) who states that reading comprehension is the process of making meaning from text, the aim is to gain a thorough understanding of what is explained in the text not to get the meaning of isolated words or sentences.

The use of the REDW strategy can make students who are not enthusiastic about reading texts become actively involved in the reading process. When students are in the checking stage in the REDW strategy, they can check the meaning or ideas they get after reading the text. The meaning obtained is certainly different from one student to another. Such activities can help students become actively involved in reading to understand. This is in line with Harmer (2007:99) reading is useful for language acquisition. However, one should be able to better understand what is read. The more people read, the better they will understand.

The findings showed that students and researchers made the classroom atmosphere more lively after the researchers revised the plan in cycle two. Both researchers and students keep a variety of interesting activities in the classroom. Students stay focused on the lesson. Researchers always monitor their activities and are ready to help whenever needed. If they don't understand the material, they ask questions.

Similarly, Brown (2007, p.8) defines teaching as showing or helping someone to learn, how to do something, giving instructions, guiding in learning something, imparting knowledge, telling or understanding. It can be seen that teaching is the process of telling someone information, how to do something to help others learn in everyday life.

The teaching and learning process has improved better than before the action research. This can be seen from teaching and learning activities that are increasingly conducive. The students became more enthusiastic and serious than before. They paid attention to what the teacher explained.

From these findings, the application of the REDW strategy can help students understand texts in a pleasant environment. They feel motivated in following the teaching and learning process and they can share ideas with their friends. Researchers make the class atmosphere more lively.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This research is related to the use of the REDW strategy to improve students' reading comprehension at MTS Muhammadiyah 1 Gemolong. In line with the research objective to determine the application of REDW in improving students' reading comprehension in grade VIII MTS Muhammadiyah 1 Gemolong, this study can conclude that the REDW strategy can significantly improve students' reading comprehension. This research was conducted in two cycles consisting of four meetings in each cycle.

From the first cycle, the researcher found that the REDW strategy could improve students' reading skills such as: the ability to find main ideas, find detailed information and find foreign words. In addition, it can increase student interaction between researchers and students.

From the second cycle, the researcher found that the act of asking students to work on assignments in pairs could increase students' self-confidence when answering their work in front of the class. They also get optimal reading comprehension in the second cycle.

Improved students' reading comprehension also justified the results on students' grades. The mean score between pre-test and post-test 1 increased from 56.9 to 69.1. It increased again in cycle 2, the average score of post-test 2 increased to 77.4. That is, teaching reading using the REDW strategy can improve students' reading comprehension.

B. Suggestions

The follow up on the research findings of this study, several suggestions are proposed to the following parties:

1. To the Teachers

It is important for English teachers to be more creative in choosing the techniques used in learning to read. Teachers must learn to improve their skills in teaching English to create a good atmosphere in the classroom so that students can feel happy in class.

2. To the Students

Students in learning activities who study foreign languages must be more creative and active. If students find difficulties in understanding the text, they can apply the REDW strategy. Before using a technique, students must understand what they have to do in each step.

3. To Other Researchers

In this study, researcher conducted research within one month due to time constraints. This research studies the use of the REDW strategy in teaching reading comprehension. It is hoped that the results of this study can be used as an additional reference for further research.

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APPENDICES

Appendix 1

INTERVIEW TRANSCRIPTS

Interview transcript 1

Interviewer : The Researcher (R)

Interviewee : The English Teacher (T)

Day/Date : Monday, 14 february 2022

Time : 10.00 a.m

Place : Teacher's Office of MTS Muhammadiyah 1 Gemolong

R : Assalamualaikum selamat pagi bu, sebelumnya perkenalkan saya Nur Cholida Hanum bu, saya ingin melakukan penelitian skripsi di sekolah ini bu.

T : Iya mbak, sudah izin dengan Kepala Sekolahnya?

R : Iya sudah bu, saya sudah meminta izin kepada Bapak Sriyanto selaku Kepala Sekolah MTS Muhammadiyah 1 Gemolong untuk melakukan penelitian skripsi.

T : Iya mbak, lalu mau penelitian tentang apa ya mbak?

R : Begini bu, penelitian skripsi saya tentang penggunaan strategy REDW untuk reading bu, jadi nanti teknik tersebut bisa membantu siswa untuk lebih memahami bacaan dan membuat siswa aktif dalam reading.

T : Oh iya bagus itu mbak, kebetulan murid disini kurang suka membaca mbak. Contohnya kelas 8 ini mbak jangan kaget nanti saat penelitian ya mbak anak anaknya emang begini hehe

R : Hehe, iya gapapa bu. Oh ya bu saya mau bertanya mengenai proses pembelajaran bahasa inggris di kelas 8 yang ibu ajar mulai dari kondisi saat pelajaran, kondisi siswa, dan lain-lain itu seperti apa nggih?

T : Menurut saya ya, kondisi saat pelajaran awalnya siswa terlihat antusias tetapi lama-lama siswa mulai ramai sendiri dan kondisi siswa terlihat jenuh.

R : Apakah siswa kelas 8 masih banyak yang mengalami kesulitan dalam pelajaran bahasa inggris ?

T : Masih mbak khususnya dalam membaca teks seperti teks recount, deskriptif, narrative, report teks dan teks lainnya mbak. Dikarenakan siswa susah diminta untuk membaca mbak. Bisa dilihat dari beberapa nilai pemahaman membaca siswa yang masih kurang baik juga mbak. Saya juga menemui siswa banyak kesulitan untuk memahami teks, ide pokok dan kata-kata yang sulit.

R : Kemudian, apakah siswa merasa senang atau mereka bosan dalam pelajaran bahasa inggris?

T : Membosankan kayaknya mbak terlihat banyak siswa yang jenuh dan ramai sendiri.

R : Lalu ibu kalau mengajar menggunakan metode dan media apa nggih?

T : Saya masih menggunakan metode ceramah dan sesekali menggunakan diskusi mbak medianya hanya alat tulis, buku dan teks yang relevan mbak

R : Baik bu, Terimakasih waktunya untuk hari ini saya hanya meminta izin dan bertanya mengenai situasi kelas terlebih dahulu bu, untuk lain waktu saya akan kesini lagi ya bu. Terimakasih bu.

T : Iya mbak dengan senang hati.

Interview transcript 2

Interviewer : The Researcher (R)

Interviewee : The English Teacher (T)

Day/Date : Tuesday, 26 september 2022

Time : 10.00 a.m

Place : Teacher's Office of MTS Muhammadiyah 1 Gemolong

After Observation

R : Assalamualaikum selamat pagi bu, Saya Nur Cholida Hanum yang waktu itu ingin melakukan penelitian di sekolah ini bu. Saya sudah melampirkan surat izin penelitian ke kepala sekolah bu, terimakasih sebelumnya atas waktunya.

T : Iya mbak silahkan jika ingin melakukan penelitian.

R : Bu saya mau bertanya, apakah bisa penelitian saya menggunakan materi descriptive text yang saya gunakan saat penelitian disini?

T : Boleh mbak gapapa.

R : Baik bu, untuk format RPP nya nanti saya harus mengikuti format RPP punya ibu atau boleh pakai format saya sendiri ya bu?

T : boleh pakai format sendiri mbak menyesuaikan metode yang dipakai mbaknya.

R : Oh iya baik bu. Lalu untuk penelitiannya menyesuaikan jadwal jenengan mawon nggih.

T : Silahkan mbak, minggu depan dimulai penelitian juga gapapa mbak. Oh ya mbak karena bulan ini sudah pergantian kelas, yang kelas 8 semester lalu sudah naik ke kelas 9. Jadi kelas 8 ini hanya ada satu kelas saja.

R : oh iya bu tidak apa-apa. Jadwal jenengan mengajar bahasa inggris dikelas 8 kapan nggih bu ?

T : Senin dan Selasa pagi mbak pukul 08.00-10.00 WIB.

R : Baik bu, Saya minta waktu mengajar 60 menit dari pukul 09.00-10.00
ya bu dan saya minta daftar siswa kelas 8 juga nggih.

T : Iya boleh mbak.

Interview transcript 3

Interviewer : The Researcher (R)

Interviewee : Student 1 (S1), Student 2 (S2)

Day/Date : Monday, 3 October 2022

Time : 10.00 a.m

Place : VIII-A Classroom of MTS Muhammadiyah 1 Gemolong

After Conducted the Pre-test

R : Hallo dek, maaf mengganggu waktunya, boleh saya bertanya sama kalian?

S1,S2 : iya mbak boleh.

R : Oh iya, nama kalian siapa ya?

S1 : Saya Angel mbak

S2 : Saya Azaza

R : Kalian suka ga sama pelajaran bahasa inggris?

S1 : Kurang suka mbak

S2 : Susah mbak

R : Terus, kesulitan apa yang sering kalian alami saat pelajaran bahasa inggris?

S1 : Susah membaca sama ngartiin mbak

S2 : iya mbak sulit mengartikan, membaca juga susah

R : oh, gitu. Yasudah segitu dulu ya dek. Makasih banyak ya dek. Sampai jumpa di pertemuan selanjutnya

Interview transcript 4

Interviewer : The Researcher (R)

Interviewee : Student 3 (S3)

Day/Date : Monday, 10 October 2022

Time : 10.00 a.m

Place : VIII-A Classroom of MTS Muhammadiyah 1 Gemolong

Cycle 1

R : Hallo dek, kamu ketua kelas X MIPA 1 ya?

S3 : Iya mbak saya Ananda dafa

R : Dek, boleh minta waktunya sebentar bisa ga?

S3: Boleh mbak

R : Jadi dek, saya mau bertanya menurut kamu penggunaan strategy

REDW bisa membantu kalian pada saat reading gak?

S3: Membantu mbak. Sekarang jadi bisa menjawab pertanyaan mbak.

R : Oh gitu ya, berarti kalian udah lancar pake teknik ini?

S3: Belum lancar banget mbak tapi lumayan

R : Tapi kamu ngerti kan dek tahap-tahap dalam Strategy REDW?

S3 : Belum sepenuhnya ngerti mbak ada yang masih kurang paham

R : Yaudah, besok kita coba lagi ya dek. Oke?

S3 : Oke mbak

Interview transcript 5

Interviewer : The Researcher (R)

Interviewee : Student 4 (S4), Student 5 (S5)

Day/Date : Tuesday, 11 October 2022

Time : 10.00 a.m

Place : VIII-A Classroom of MTS Muhammadiyah 1 Gemolong

Cycle 1

R : Hallo dek, bisa ngobrol sebentar nadia dan bella ya?

S4,S5 : Iya mbak benar

R : Gini dek, saya mau bertanya seputar strategy yang saya ajarkan. Menurut kalian bisa membantu kalian pada saat reading ga?

S4 : Membantu kak. Jadi pas tahap examine kita disuruh meriksa setiap kalimat jadi mudah juga untuk nyari jawabannya karena kan udah hafal dimana letak jawabannya.

S5 : Iya mbak saya juga begitu, urut sesuai strategy yang mbak ajarkan mempermudah saya untuk menjawab pertanyaan mbak. Tapi kalau ngerjainnya secara individu sering bingung mbak hehehe

R : Oh gitu ya dek, yaudah pertemuan selanjutnya saya bikin kelompok aja ya.

S4,S5 : Iya mbak oke

R : Segitu dulu ngobrolnya ya dek, terimakasih waktunya ya

S4,S5 : Iya mbak masama.

Interview transcript 6

Interviewer : The Researcher (R)

Interviewee : Student 6 (S5), Student 7 (S7)

Day/Date : Tuesday, 18 October 2022

Time : 10.00 a.m

Place : VIII-A Classroom of MTS Muhammadiyah 1 Gemolong

Cycle 2

R : Hallo dek, dengan dek aprilia dan bella ketemu lagi ya dek hehe.
Boleh ngobrol sebentar?

S6,S7 : Boleh kak

R : Gini dek, tadi kan saya ngerubah sistem pengerjaan menjadi berkelompok, nah menurut kalian gimana?

S6 : iya mempermudah mengerjakan dengan berdiskusi kita tidak kebingungan dan dapat menghemat waktu untuk mencari informasi yang berkaitan dengan teks.

S7 : Bener mbak jadi mudah ngerjain bisa berdiskusi dengan teman dan jadi pede kalau disuruh jawab pertanyaan.

R : Okey dek, oh iya kalian ada masukan nggak buat aku? entah dari cara menyampaikan materi atau yang lainnya?

S6 : Kalau menurut aku udah baik kak, cuman mungkin karena temen yang lain rame jadi penjelasan kakak kadang gak kedengeran gitu

R : Yasudah dek, terimakasih banyak ya atas waktunya

Appendix 2
OBSERVATION SHEETS

Observation Checklist of the Teaching and Learning Process of Reading through REDW Strategy

No : Observation sheet 1
 Cycle : 1
 Action : 1
 Day, date : Tuesday, October 4th 2022

No	Observation Items	Yes	No	Description
A	Pre-Teaching			
1.	The researcher greets the students.	✓		
2.	The students respond to the greeting.	✓		
3.	The researcher asks the students condition.	✓		
4.	The researcher checked the attendance.	✓		There was no student is absent
5.	The students tell who is absent.	✓		
B	While-Teaching			
1.	The researcher explains the materials about descriptive text	✓		
2.	The students respond toward the researcher's explanation.	✓		
3.	The researcher explains the steps of REDW strategy.	✓		
4.	The researcher gives chances to the students to ask the questions.	✓		
5.	The students ask the questions.	✓		
6.	The researcher asks the students to implement the REDW strategy.	✓		
7.	The researcher give the instruction	✓		
8.	The student listen and follow the researcher's instruction.	✓		
9.	The students cooperate well in the reading activities.		✓	Many students still confused with the REDW strategy

10.	The researcher give chances for students to ask before ending the lesson.	✓		
C	Post			
1.	The researcher and the students summarize the lesson	✓		
2.	Reflection	✓		
3.	The researcher ending the lesson.	✓		

No : Observation sheet 2
 Cycle : 1
 Action : 2
 Day, date : Monday, October 10th 2022

No	Observation Items	Yes	No	Description
A	Pre-Teaching			
1.	The researcher greets the students.	✓		
2.	The students respond to the greeting.	✓		
3.	The researcher asks the students condition.	✓		
4.	The researcher checked the attendance.	✓		there is one student absent
5.	The researcher reviewed the last material.	✓		
B	While-Teaching			
1.	The researcher delivered the topic.	✓		
2.	The researcher distributed the text.	✓		
3.	The researcher explains the steps of REDW strategy.	✓		
4.	The researcher gives chances to the students to ask the questions.	✓		
5.	The students ask the questions.	✓		
6.	The researcher give the instruction.	✓		
7.	The student listen and follow the researcher's instruction.	✓		
8.	The students cooperate well in the reading activities.	✓		

9.	The students cooperate well in the reading activities.	✓		
C	Post			
1.	The researcher and the students summarize the lesson	✓		
2.	Reflection	✓		
3.	The researcher ending the lesson.	✓		

No : Observation sheet 3

Cycle : 1

Action : 3

Day, date : Tuesday, October 11th 2022

No	Observation Items	Yes	No	Description
A	Pre-Teaching			
1.	The researcher greets the students.	✓		
2.	The students respond to the greeting.	✓		
3.	The researcher asks the students condition.	✓		
4.	The researcher checked the attendance.	✓		There was no student is absent
5.	The researcher reviewed the last material.	✓		
B	While-Teaching			
1.	The researcher delivered the topic.	✓		
2.	The researcher distributed the text.	✓		
3.	The researcher explains the steps of REDW strategy.	✓		
4.	The researcher gives chances to the students to ask the questions.	✓		
5.	The students ask the questions.	✓		
6.	The researcher give the instruction.	✓		
7.	The student listen and follow the researcher's instruction.	✓		
8.	The students cooperate well in the reading activities.	✓		

9.	The researcher give chances for students to ask before ending the lesson.	✓		
C	Post			
1.	The researcher and the students summarize the lesson	✓		
2.	Reflection	✓		
3.	The researcher ending the lesson.	✓		

No : Observation sheet 4
 Cycle : 2
 Action : 1
 Day, date : Tuesday, October 18th 2022

No	Observation Items	Yes	No	Description
A	Pre-Teaching			
1.	The researcher greets the students.	✓		
2.	The students respond to the greeting.	✓		
3.	The researcher asks the students condition.	✓		
4.	The researcher checked the attendance	✓		There was no student is absent
5.	The researcher reviewed the last material.	✓		
B	While-Teaching			
1.	The researcher delivered the topic.	✓		
2.	The researcher distributed the text.	✓		
3.	The researcher asked the students to do task in pair.	✓		
4.	The researcher give the instruction.	✓		
5.	The student listen and follow the researcher's instruction.	✓		
6.	The students cooperate well in the reading activities.	✓		
7.	The researcher give chances for students to ask before ending the lesson.	✓		
C	Post			
1.	The researcher and the students summarize the lesson	✓		

2.	Reflection	✓		
3.	The researcher ending the lesson.	✓		

No : Observation sheet 5
 Cycle : 2
 Action : 2
 Day, date : Monday, October 24th 2022

No	Observation Items	Yes	No	Description
A	Pre-Teaching			
1.	The researcher greets the students.	✓		
2.	The students respond to the greeting.	✓		
3.	The researcher asks the students condition.	✓		
4.	The researcher checked the attendance	✓		There was no student is absent
5.	The researcher reviewed the last material.	✓		
B	While-Teaching			
1.	The researcher delivered the topic.	✓		
2.	The researcher distributed the text.	✓		
3.	The researcher asked the students to do task in pair.	✓		
4.	The researcher give the instruction.	✓		
5.	The student listen and follow the researcher's instruction.	✓		
6.	The students cooperate well in the reading activities.	✓		
7.	The researcher give chances for students to ask before ending the lesson.	✓		
C	Post			
1.	The researcher and the students summarize the lesson	✓		
2.	Reflection	✓		
3.	The researcher ending the lesson.	✓		

No : Observation sheet 6
 Cycle : 2
 Action : 3
 Day, date : Tuesday, October 25th 2022

No	Observation Items	Yes	No	Description
A	Pre-Teaching			
1.	The researcher greets the students.	✓		
2.	The students respond to the greeting.	✓		
3.	The researcher asks the students condition.	✓		
4.	The researcher checked the attendance	✓		There was no student is absent
5.	The researcher reviewed the last material.	✓		
B	While-Teaching			
1.	The researcher delivered the topic.	✓		
2.	The researcher distributed the text.	✓		
3.	The researcher asked the students to do task in pair.	✓		
4.	The researcher give the instruction.	✓		
5.	The student listen and follow the researcher's instruction.	✓		
6.	The students cooperate well in the reading activities.	✓		
7.	The researcher give chances for students to ask before ending the lesson.	✓		
C	Post			
1.	The researcher and the students summarize the lesson	✓		
2.	Reflection	✓		
3.	The researcher ending the lesson.	✓		

Appendix 3

STUDENTS' LIST OF VIII-A

No	Name	Gender	
		Male	Female
1.	Abid Miftakul Huda	✓	
2.	Afrilia Putri Anjani		✓
3.	Ahmad Rohmadi	✓	
4.	Albet Reza Saputro	✓	
5.	Alin Andrela Oktaviano	✓	
6.	Ananda Dava Adiyta	✓	
7.	Angelina Novi Rudintiara		✓
8.	Azaza Dwi Avanda		✓
9.	Bella Agustina Nur Rofiah		✓
10.	Bella Nur Laila		✓
11.	Brilyan Adly Alvard	✓	
12.	Cellia Esa Putri		✓
13.	Daffa Nova Sanjaya	✓	
14.	Diana paramitha		✓
15.	Dinda Nuaraini		✓
16.	Dwiky Arga Mahardika	✓	
17.	Elmiyas Ade Oktaviano	✓	
18.	Gita Keyla Salsabila Fatin		✓
19.	Jauza Nadif Zaidan		✓
20.	Krisna Sahid Utomo	✓	
21.	Muhammad Satria Rifai	✓	
22.	Nabela Larasati		✓
23.	Nadia Wulandari		✓
24.	Nikita Wili Noviasari		✓
25.	Nanang Saputra	✓	
26.	Reva Aulia Lestari		✓
27.	Rian Eka Muhtajab Adi Santoso	✓	
28.	Riko Nanda Saputro	✓	
29.	Roidah Umi Nasiroh		✓

Male : 14

Female : 15

Appendix 4

STUDENTS' ATTENDANCE OF VIII-A

No	Name	October								
		3	4	10	11	17	18	24	25	31
1.	Abid Miftakul Huda	i	v	V	v	v	v	v	v	v
2.	Afrilia Putri Anjani	v	v	V	v	v	v	v	v	v
3.	Ahmad Rohmadi	i	v	V	v	v	v	v	v	v
4.	Albet Reza Saputro	a	v	V	v	v	v	v	v	v
5.	Alin Andrela Oktaviano	v	v	V	v	v	v	v	v	v
6.	Ananda Dava Adiyta	v	v	V	v	v	v	v	v	v
7.	Angelina Novi Rudintiara	v	v	V	v	v	v	v	v	v
8.	Azaza Dwi Avanda	v	v	V	v	v	v	v	v	v
9.	Bella Agustina Nur Rofiah	v	v	V	v	v	v	v	v	v
10.	Bella Nur Laila	v	v	V	v	v	v	v	v	v
11.	Brilyan Adly Alvard	v	v	V	v	v	v	v	v	v
12.	Cellia Esa Putri	v	v	V	v	v	v	v	v	v
13.	Daffa Nova Sanjaya	v	v	v	v	v	v	v	v	v
14.	Diana paramitha	v	v	v	v	v	v	v	v	v
15.	Dinda Nuaraini	v	v	v	v	v	v	v	v	v
16.	Dwiky Arga Mahardika	v	v	v	v	v	v	v	v	v
17.	Elmiyas Ade Oktaviano	v	v	v	v	v	v	v	v	v
18.	Gita Keyla Salsabila Fatin	v	v	v	v	v	v	v	v	v
19.	Jauza Nadif Zaidan	v	v	v	v	v	v	v	v	v
20.	Krisna Sahid Utomo	v	v	v	v	v	v	v	v	v

21.	Muhammad Satria Rifai	v	v	v	v	v	v	v	v	v
22.	Nabela Larasati	v	v	v	v	v	v	v	v	v
23.	Nadia Wulandari	v	v	v	v	v	v	v	v	v
24.	Nikita Wili Noviasari	v	v	v	v	v	v	v	v	v
25.	Nanang Saputra	v	v	v	v	v	v	v	v	v
26.	Reva Aulia Lestari	v	v	v	v	v	v	v	v	v
27.	Rian Eka Muhtajab Adi Santoso	v	v	v	v	v	v	v	v	v
28.	Riko Nanda Saputro	v	v	v	v	v	v	v	v	v
29.	Roidah Umi Nasiroh	s	v	v	v	v	v	v	v	v

Note :

S : Sick

A : Absent

I : Permission

v : Present

Appendix 5

READING TEST

Pre Test

Name :

Number :

Read the text and answer the question by crossing (X) one of the provided options.

Question 1-4 based on the following text.

I have a pet. It is a rabbit. Its name is Milky. I call it Milky because it has white and long fur, from head to toe. Milky is Jersey Wolly breed. Its body is small with black short ears. I got Milky last year from my uncle as a birthday gift. Milky has just born back then. Milky likes to eat bread so much. It doesn't really like vegetables.

Milky is very gentle. It never bites or kicks. I like to cuddle and play with Milky.

1. What does the text mostly tell us about?
 - a. The writer's rabbit pet
 - b. Kinds of rabbit breed
 - c. Milky's physical description
 - d. Rabbit as a pet

2. Why is the pet being called Milky?
 - a. It is a Jersey Wooly breed
 - b. It has a small body
 - c. It has white ears
 - d. It has white fur

3. How old is the writer's rabbit pet?
 - a. 1 month old
 - b. 2 months old
 - c. 1 year old
 - d. 2 years old

4. Milky is very gentle. The underlined word can be replaced by..
 - a. Strong
 - b. Calm
 - c. Brave
 - d. Kind

Question 5-8 based on the following text.

Today, my aunt comes to visit our house. She's my favorite aunt. Her name is Isma. She's very beautiful. Her height is 168 cm with weight 52 kg. Her skin is fair. She has black and round eyes. Her nose is sharp. She has long wavy hair.

My aunt is a Science teacher in Junior High School. Her students like her so much because she is kind and friendly. She is patient too. She doesn't get angry even if her students are naughty. She is also well loved by our family members. I always wait for her visit to my house.

5. What is the topic of the text?
 - a. A Science Teacher
 - b. Beautiful aunt
 - c. Isma's aunt
 - d. Writer's favorite aunt

6. The last paragraph mostly talks about
 - a. The writer's aunt in general
 - b. The writer's aunt's physical description
 - c. The writer's aunt's characteristics
 - d. The visit of writer's aunt

7. How is the writer's aunt's build?
 - a. Tall and slim
 - b. Short and slim
 - c. Tall and fat
 - d. Short and thin

8. Why do Aunt Isma's students like her?
 - a. Because she's kind and friendly
 - b. Because she's beautiful
 - c. Because she teaches science
 - d. Because she's smart and patient

Question 9-12 based on the following text.

Mount Bromo

Indonesia sits on the Ring of Fire, an area with some of the most active volcanoes in the world. Many of the country's volcanoes, such as Mount Merapi, are famous for their violent eruptions and their stunning, but dangerous beauty. Mount Bromo is among the best known, thanks largely to its incredible views, particularly when seen standing over the caldera at sunrise.

Bromo's peak was blown off in an eruption, and you can still see white smoke spewing from the mountain. The volcano is part of Bromo Tengger Semeru National Park, which also includes Mount Semeru, the highest peak in Java. The park is home to the Tengger people, isolated ethnic groups who trace their ancestry back to the ancient Majapahit Empire.

9. The text is written to...
 - a. To tell the readers about Mount Bromo
 - b. To describe about The Ring of Fire

- c. To explain about Bromo Tengger Semeru National Park
 - d. To promote beautiful mountain in Indonesia
10. Why does Mount Bromo wellknown?
- a. It has ancient group of people
 - b. It has incredible view
 - c. It is on The Ring of Fire
 - d. It is a part of Bromo Tengger Semeru National Park
11. Who are Tengger people?
- a. Isolated ethnic group in Bromo Tengger Semeru National Park
 - b. All people in Mount Bromo
 - c. People who live in The Ring of Fire
 - d. People of Majapahit Empire
12. "Bromo's peak was blown off in an eruption, and you can still see white smoke **spewing** from the mountain."
The underlined word has closest meaning with.
- a. Burning
 - b. Splitting
 - c. Erupting
 - d. Absorbing

Question 13-16 based on the following text.

Adele Laurie Blue Adkins or better known as Adele is my idol. She was born on 5 May 1988. She is a British singer. Adele likes to sing since she was young. She loves song more than book. Her debut album, 19, was released in 2008. It was a huge success. It made her popular around the world. After that, every time she releases album, it always make it to the Billboard chart. She has won many awards, including Brit Awards and Grammy Awards. This year, she is working on her new album. Besides singing, she is also writing and producing her own song.

Adele is beautiful. She has white complexion and beautiful eyes. She has wavy brown hair. She is not extra thin and has average height. Although she is not like the other celebrities who have thin and glamorous appearance, but she has her own charm. She believes that as a singer, her job is to satisfy people's ears, not their eyes. That inspires me a lot because I want to be a good singer too in the future. It's okay to be different with others. All we need to do is just be yourself and don't be scared to fight for your dreams.

13. What is the writer's purpose to write the text?
- a. To describe who adele is to the readers
 - b. To tell the readers how great Adele is
 - c. To explain Adele's talent
 - d. To give guidance how to be a great artist like Adele
14. Based on the text, Adele has ...
- a. Extra thin body, brown hair, glamorous appearance

- b. Curvy body, average height, white skin, beautiful face
- c. Thin body, wavy hair, and white skin
- d. Tall and slim body, fair complexion

15. Which is NOT TRUE according to the text?

- a. Adele has won Grammy Awards
- b. Adele comes from USA
- c. Many of Adele's songs can enter Billboard chart
- d. Adele is a singer songwriter

16. "...but she has her own **charm**"

The undelined word is close in meaning to.

- a. Side
- b. Talent
- c. Beauty
- d. Appeal

Question 17-20 based on the following text.

Rose is plant with enchanting flowers from genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrant. Some species are used for commercial perfumery while some others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

17. What does the text tell about?

- a. Gardening
- b. Rose species
- c. Flowers
- d. How to grow rose plant

18. This statement is correct, except

- a. Rose has more than 100 species
- b. Rose is native to Asia
- c. Rose can be used for ornamental plant
- d. Rose only has one variant of shape and size

19. It is typically grown ... (paragraph 2). The word "it" refers to

- a. Asia
- b. Beauty
- c. Rose species
- d. Medicine

20. Based on the text, which statement is true?

- a. Rose has minor benefit for medicinal uses
- b. People grow rose only for beauty

- c. Rose is not a popular flowering plant
- d. North America is not a native to rose species

The Answer Key

- | | |
|-------|-------|
| 1. A | 11. A |
| 2. D | 12. C |
| 3. C | 13. A |
| 4. B | 14. B |
| 5. D | 15. B |
| 6. C | 16. D |
| 7. A | 17. B |
| 8. A | 18. D |
| 9. A | 19. C |
| 10. B | 20. A |

READING TEST

Post Test 1

Name :

Number :

Read the text and answer the question by crossing (X) one of the provided options.

Question 1-3 based on the following text.

Most people in the world have a pet. I also have it. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

1. Miko's eyes are
 - a. Black
 - b. White
 - c. Brown
 - d. Dark brown

2. The writer got the pet from
 - a. His neighbor
 - b. A pet shop
 - c. His friend
 - d. His mother

3. What is the text about ?
 - a. My lovely dog
 - b. My best friend
 - c. My pet shop
 - d. His mother

Question 4-5 based on the following text.

I'm so happy to have a close friend. She is my beloved classmate, Fafa. We've known each other since we were in grade 8. We were in the same class, and we still are in grade 9 until now.
Fafa is a very kind and friendly girl. She is always ready to help other people. Although she comes from a rich family, she never looks down on other people. She is very sociable and has a lot of friends. She can interact easily with people from different ages. Therefore, she is also popular among teachers and parents.

4. What is the text about?
 - a. The writer's sister
 - b. The writer's family
 - c. The writer's deskmate
 - d. The writer's best friend

5. What is the main idea of paragraph two?
 - a. Fafa has good characters
 - b. Fafa comes from a rich family
 - c. Fafa is an eighth grader student
 - d. Fafa is popular among neighbors

Question 6-9 based on the following text.

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

6. "Peter is interested in sports very much, and at school he plays football and tennis." The phrase "interested in" can be replaced by ...
 - a. Dislike sport
 - b. Really likes sport
 - c. Hates sport very much
 - d. Finds sport not really entertaining
7. "He is fourteen years old." The word "HE" refers to ...
 - a. Peter
 - b. The writer
 - c. The writer's brother
 - d. The writer's family
8. "But he usually does what he is asked to do." The phrase "usually does" means ...
 - a. He does anything he wants.
 - b. He always asks.
 - c. He is lazy.
 - d. He is diligent.
9. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten

Question 10-12 based on the following text.

Sragen is one of the regencies in Central Java. The Sragen regency which is usually called "Tlatah Sukowati" is 941,55 km with the topographies as follows: in the middle of the area flows the longest river in Java, Bengawan Solo; in the southern part of Sragen is a slope of Mount Lawu; in the northern part is the hillside of Kendeng Mountain; and in the western part is a famous region called "the Sangiran Dome"

One of the interesting tourist objects in Sragen is the Sangiran Museum which is built in the Sangiran Dome. The dome itself is situated in the depression of Solo in the north-west slope of mount Lawu. This area is about 56 km² which consists of three districts in the Sragen Regency (the Gemolong, Kalijambe, Plupuh district) and one in the Karang Anyar Regency (The Gondang Rejo District). Sangiran is the most important site for the development of various fields of knowledge: anthropology, archeology, biology, palaeoanthropology.

10. What does the text tell us about ?
 - a. Bengawan Solo
 - b. Sangiran
 - c. Sragen
 - d. Central Java

11. What passes through the middle of the Sragen Regency?
 - a. The Bengawan Solo River
 - b. The Sangiran Dome
 - c. The Kendeng Mountain
 - d. The Plupuh district

12. “This area is about 56 km² which consists ...” (Par. 2)
The underlined word refers to
 - a. The Sangiran Museum
 - b. The Sangiran Dome
 - c. Mount Lawu
 - d. The Depression of Solo

Question 13-15 based on the following text.

I have a new backpack. Its color is light green. I always take it when I go to school. It is made of strong fabric.
My backpack has several parts. The first part is the pocket where I put my money and library card. The second part is the main part. I always put my books and pencil case in it. The third part is a small pocket on the left side of the backpack. I keep a bottle of water in this pocket.

13. What does the text tell us about?
 - a. The backpack's material.
 - b. The parts of the backpack.
 - c. The writer's new backpack.
 - d. The writer's favorite color.

14. How many parts does the backpack have?
 - a. One part.
 - b. Two parts.
 - c. Four parts.
 - d. Three parts.

15. Where does the writer put his water bottle? In the...part of the backpack.

- a. First
- b. Third
- c. Fourth
- d. Second

Question 16-18 based on the following text.

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot.

My robot is very nice. It is about twenty centimeters tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. Its two strong legs are covered with blade boots.

My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck. The robot will move its left and right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

16. What are the colour of the robot's eyes ?
- a. Red
 - b. Blue
 - c. Black
 - d. White
17. What is the main idea of paragraph three ?
- a. A medium sized battery must be put to make the robot strong
 - b. Two batteries are needed to make the robot move
 - c. The writer's robot is difficult to move
 - d. The robot can move without batteries
18. From the text we know that ...
- a. The robot can't move backward
 - b. The robot's feet are bendable
 - c. The robot can't move at all
 - d. The robot has no arms

Question 19-20 based on the following text.

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

19. What is the main idea of the last paragraph?
- a. The statues help people to find places easily

- b. The statues decorate the town beautifully
- c. The cow can get their way easily around the town
- d. The people from out of town easily find the statues

20. The text mainly tells us about...

- a. The colour of the statues
- b. Cow statues in Boyolali
- c. A town called Boyolali
- d. How to raise cows

The Answer Key

- | | |
|-------|-------|
| 1. C | 11. A |
| 2. C | 12. B |
| 3. A | 13. C |
| 4. D | 14. D |
| 5. A | 15. B |
| 6. B | 16. A |
| 7. A | 17. B |
| 8. D | 18. A |
| 9. B | 19. A |
| 10. C | 20. B |

READING TEST
Post Test 2

Name :
Number :

Read the text and answer the question by crossing (X) one of the provided options.

Question 1-3 based on the following text.

Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. In the centre of my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket for my bed. On the right side of my bed, there is a wardrobe. I put my clothes in it. On the left side of my bed, there is a bookshelf. I put my books there. There is a table and a chair next to the shelf. I usually sit there to study. On the table, there is a desk lamp. When I study in the evening, I always turn on the lamp. There is also an alarm clock on my table. I set the alarm in the evening before I go to bed. It wakes me up in the morning. I always clean my bedroom every day. I arrange things neatly to make my bedroom comfortable to live in.

1. The text mainly tells us about . . .
 - a. The furniture in the writer's bedroom
 - b. The kinds of furniture in a bedroom
 - c. The bed in the writer's bedroom
 - d. The writer's bedroom

2. What is the bed like?
 - a. A cozy wooden bedroom.
 - b. In the center of the room.
 - c. Nice and large.
 - d. Small but nice.

3. Where is the location of the desk lamp?
 - a. On the table.
 - b. Next to the bed.
 - c. Next to the table.
 - d. Beside the table

Question 4-6 based on the following text.

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes. We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

4. What is the topic of the story?
 - a. A friendship between a cat and a dog
 - b. Spending time with a pet inside and outside the house
 - c. A friendly and sweet dog
 - d. A friendship between a pet and its owner

5. The main topic of paragraph two is
 - a. The writer's activities with his/her pet
 - b. Everybody loves to walk with Snowy
 - c. Snowy is a cute and friendly dog
 - d. Snowy always plays with the cat

6. Where does the writer usually spend the time with his pet?
 - a. In the neighborhood
 - b. On the street
 - c. At school
 - d. At home

Question 7-8 based on the following text.

I have a special friend. She is my classmate and sits besides me. Her name is Rohma. Rohma is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohma comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohma and her brother work part-time to earn some money. Rohma sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

7. What does the second paragraph tell you about?
 - a. Rohma and her family
 - b. Rohma and her father
 - c. Rohma and her brother
 - d. Rohma and her friends

8. "...Rohma and her brother work part-time to earn some money." What do the words "work part-time" mean?
 - a. work for the whole of working week
 - b. work for only part of each day or week
 - c. work for the purpose of getting money as much as possible
 - d. work for family

9. "She is not only kind but also tough." The word "SHE" refers to ...
 - a. Her father
 - b. Her mother
 - c. Rohma

d. Rahmat

Question 10-13 based on the following text.

My name is Jonathan. I live in Cape Town, South Africa. Let me tell you about my daily activities.

I always go to school early in the morning, but I hardly ever go home early because I always go to school and return home on foot. My school is about seven kilometers from my house. The bus fare is too expensive for me.

After school, most of my friends practice African dances, but I cannot join them because I have to help my parents. I must get water from a well and babysit my sisters. I have two sisters. Sometimes, I do my homework in the evening, but at other times I'm too tired to do it.

10. The text mainly discusses...
 - a. Jonathan's activities in the morning
 - b. Jonathan's daily activities
 - c. The expensive bus fares
 - d. Cape Town

11. Which of the following statement is NOT true?
 - a. Jonathan has two sisters.
 - b. Jonathan lives in South Africa.
 - c. Jonathan always studies in the evening.
 - d. Jonathan's school is far from his house.

12. What does Jonathan do after school?
 - a. He practices dancing with his friends.
 - b. He plays with his friends.
 - c. He does his homework.
 - d. He helps his parents.

13. Why does Jonathan always come home late?
 - a. He practices dancing with his friends.
 - b. He returns home on foot.
 - c. He babysits his sisters.
 - d. He walks very slowly.

Question 14-16 based on the following text.

Milo is my pet. He is my lovely cat. He is not an expensive cat. I found him in front of my house. Though he is not a pricey cat, I love him so much.

Milo has long whiskers and green eyes. He is orange with two gradations of colors. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favorite toy is a ball of yarn. He likes to roll it and then chase it. Once he catches it, he throws it from one of his front paws to the other one. At night, he always sleeps with me.

14. How many gradations of colors does the cat have?
 - a. One.

- b. Two.
- c. Four.
- d. Three.

15. What is the text about?
- a. Instructions to have a cat.
 - b. A description of cats in general.
 - c. A description of the writer's cat.
 - d. A story about a cat's adventure.
16. What does the word "pricey" mean?
- a. Cheap.
 - b. Expensive.
 - c. Reasonable.
 - d. Economical.

Question 17-20 based on the following text.

Semarang is the capital city of Central Java, Indonesia. It is famous for the numerous historical places. Tugu Muda monument one such important place in Semarang which deserves to be mentioned. This place is indeed a must see for all those who come to visit the place.

Tugu Muda monument is a very important place in Semarang and people visiting Semarang flock to Tugu Muda to catch a glimpse of this fascinating place. This place is one of the most fascinating places here and one cannot simply afford to miss the place. Tugu Muda is located westward of the Simpang Lima which is one of the 5 streets crossing Simpang Lima. This is located at the heart of Semarang city. Tugu Muda monument is the Youth Monument instituted to commemorate the heroic fight for independence. It is a very important tourist destination in Semarang.

Tugu Muda is a very important place and there are numerous buildings around Tugu Muda which are actually landmarks in their own rights. The most important one among the famous buildings is the Lawang Sewu or Thousand Windows and the name derives itself from the fact that the place has many windows. The buildings were used as the Japanese Army's headquarter.

17. What is the aim of the text?
- a. to tell about an interesting place in Semarang
 - b. to describe Tugu Muda Monument
 - c. to amuse the readers about historical place in Semarang
 - d. to explain the history of Tugu Muda monument
18. The text tells us about ..
- a. Tourist attraction in Semarang
 - b. Tugu Muda as historical monument
 - c. Heroic fight for independence
 - d. Important tourist destination in Semarang
19. Where is the location of Tugu Muda?
- a. Simpang Lima Semarang

- b. Near Simpang Lima
- c. Northward of the Simpang Lima
- d. Westward of the Simpang Lima

20. What is the main idea of the first paragraph?
- a. Semarang is the capital city of Central Java, Indonesia in which it is famous for the numerous historical places.
 - b. Tugu Muda is the Youth Monument instituted to commemorate the heroic fight for independence.
 - c. Tugu Muda is one such important place in Semarang which deserves to be mentioned.
 - d. People come to visit Tugu Muda since it is a very important tourist destination.

The Answer Key

- | | |
|-------|-------|
| 1. D | 11. C |
| 2. C | 12. D |
| 3. A | 13. B |
| 4. D | 14. B |
| 5. A | 15. C |
| 6. D | 16. B |
| 7. A | 17. B |
| 8. B | 18. B |
| 9. C | 19. D |
| 10. B | 20. A |

Appendix 6

STUDENTS' SCORE OF VIII-A

No	Name	The Students' Score		
		Pre-Test	Post-test 1	Post-test 2
1.	Abid Miftakul Huda	70	75	80
2.	Afrilia Putri Anjani	70	60	80
3.	Ahmad Rohmadi	45	70	75
4.	Albet Reza Saputro	35	40	70
5.	Alin Andrela Oktaviano	50	80	75
6.	Ananda Dava Adiyta	60	75	70
7.	Angelina Novi Rudintiara	80	90	85
8.	Azaza Dwi Avanda	75	85	85
9.	Bella Agustina Nur Rofiah	50	60	80
10.	Bella Nur Laila	70	80	75
11.	Brilyan Adly Alvard	55	75	70
12.	Cellia Esa Putri	50	70	80
13.	Daffa Nova Sanjaya	45	60	65
14.	Diana paramitha	75	85	80
15.	Dinda Nuaraini	60	70	85
16.	Dwiky Arga Mahardika	45	55	65
17.	Elmiyas Ade Oktaviano	40	60	70
18.	Gita Keyla Salsabila Fatin	55	70	80
19.	Jauza Nadif Zaidan	65	75	90
20.	Krisna Sahid Utomo	60	55	75
21.	Muhammad Satria Rifai	35	60	75
22.	Nabela Larasati	70	75	80
23.	Nadia Wulandari	55	75	85
24.	Nikita Wili Noviasari	55	60	75
25.	Nanang Saputra	40	65	65
26.	Reva Aulia Lestari	65	80	85
27.	Rian Eka Muhtajab Adi Santoso	50	60	80

28.	Riko Nanda Saputro	45	65	75
29.	Roidah Umi Nasiroh	80	75	90

The Mean of Pre-test

$$X = \frac{\sum x}{n}$$

$$X = \frac{1650}{29}$$

$$X = 56,9$$

The Mean of Post-test 1

$$Y = \frac{\sum y}{n}$$

$$Y = \frac{2005}{29}$$

$$Y = 69,1$$

The Mean of Post-test 2

$$Y = \frac{\sum y}{n}$$

$$Y = \frac{2245}{29}$$

$$Y = 77,4$$

Appendix 7

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTS Muhammadiyah 1 Gemolong
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 60 Menit

Standar Kompetensi :

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive text* dan *recount text* yang berkaitan dengan lingkungan sekitar.

A. Tujuan Pembelajaran

Dengan strategy REDW peserta didik mampu untuk:

- Mengidentifikasi informasi spesifik yang ada pada teks descriptive
- Mengidentifikasi makna dan gagasan teks descriptive

B. Materi Pembelajaran

1. Pengertian Descriptive Text

Descriptive Text adalah salah satu jenis text dalam Bahasa Inggris yang menggambarkan dengan jelas sifat-sifat yang melekat pada sesuatu, baik itu tempat, makanan, manusia, hewan, tumbuhan maupun benda mati lainnya.

2. Tujuan Descriptive Text

Descriptive text juga bertujuan untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

3. Ciri-ciri Descriptive Text

a. Simple Present Tense.

- 1) Ada Keterangan waktu : usually (biasanya), always (selalu), every (setiap).
- 2) Ada to be present :

Is	He, She, It
Am	I
Are	We, You, They
- 3) Ada Verb 1 (Kata kerja 1) Contoh = place, see, look, have, eat, found, come, ect

- b. Menggunakan banyak kata sifat (adjective). Contoh = beautiful, big, small, colorful, dan lain sebagainya.

4. Struktur Descriptive Text

- a. Identification : Bagian identification berisi pembuka dan gambaran umum tentang suatu topik.
- b. Description : Pada bagian description berisi seluruh ciri-ciri umum sampai khusus atau sifat-sifat yang terdapat dalam benda, orang, atau binatang yang sedang kamu jelaskan.

5. Contoh Text Descriptive

My House

My House is divided into two floors. On upstairs I have one room where I keep the washer and dryer and one big terrace. Downstairs, the floor is divided in eight rooms, four of them are bedrooms, other two are bathrooms and then one kitchen and one dining room.

In my bedroom, I have a lot of things inside, such as a television, a playstation 3, and many tropies. In my sister's bedroom, there is a computer and in the other two bedrooms are for my parent and my other sister.

Normally we eat in everywhere we want, but on Sunday we eat together in the dining room. I really love my house, the place where we could share everything together.

Adapted from : <https://www.jagoanbahasainggris.com/2017/05/materi-soal-dan-contoh-descriptive-text-dalam-bahasa-inggris-kelas-8-smp.html?m=1>

C. Metode Pembelajaran

REDW Technique

- Read
- Examine
- Decide
- Write

D. Langkah Pembelajaran

Langkah - Langkah Pembelajaran	
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan ucapan salam 2. Guru menanyakan keadaan peserta didik 3. Guru mengecek kehadiran siswa

	<p>4. Guru menjelaskan topik materi yang akan dipelajari yakni tentang descriptive text.</p>
<p>Kegiatan Inti (Using REDW Strategy)</p>	<ol style="list-style-type: none"> 1. Guru menjelaskan sekilas materi tentang descriptive text. 2. Guru menjelaskan kepada siswa, tentang strategy REDW yang akan digunakan selama pembelajaran reading. 3. Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang sulit untuk dipahami. Tahapan dalam teknik REDW : <ol style="list-style-type: none"> 1. <i>Read</i> Pada tahap ini, siswa perlu membaca setiap paragraf teks. Siswa diperbolehkan menggunakan kamus untuk memahami arti dari beberapa kata. 2. <i>Examine</i> Kemudian pada tahap ini, siswa perlu periksa setiap kalimat dalam paragraf untuk mengidentifikasi kata-kata penting yang menceritakan tentang apa kalimat itu. Dengan menemukan kalimat utama, ide pokok dan kesimpulan. Dan untuk menemukan ide pokok: (1) siswa harus menemukan kalimat utama dimana kalimat utama berisi ide pokok atau gagasan utama; (2) letak kalimat utama selalu di awal, akhir, atau tengah kalimat; (3) kalimat utama diawal biasanya terdapat pengulangan kata seperti itu, ini, mereka, ia dsb. Jika kalimat di akhir biasanya ditandai kata seperti oleh karena itu, jadi, dengan demikian, dan jika di tengah kalimat terdapat ciri-ciri di antara di awal atau diakhir paragraf. 3. <i>Decide</i> Putuskan dalam strategi ini memberikan siswa lebih peduli dalam memahami pemahaman teks. Para siswa membaca kembali pada kata-kata setiap kalimat dalam paragraf. Mereka memutuskan

	<p>kalimat mana yang berisi kata-kata yang mereka tulis yang paling menggambarkan ide dari ide utama.</p> <p>4. <i>Write</i></p> <p>Terakhir, siswa harus menuliskan gagasan utama setiap paragraf. Langkah ini akan membantu siswa untuk mengingat apa yang telah mereka pelajari dan memberikan catatan belajar yang baik untuk ujian.</p>
Penutup	<ol style="list-style-type: none"> 1. Guru bersama peserta didik membuat kesimpulan tentang materi yang telah dipelajari. 2. Melakukan tanya jawab mengenai materi yang belum paham 3. Reflection 4. Guru mengakhiri pelajaran salam penutup

E. Sumber Belajar dan Media

- Teks yang relevan
- Papan tulis dan spidol.

F. Penilaian

- 5) Teknik : Membaca
- 6) Bentuk : Individual
- 7) Instrument : Descriptive Text

Student's Worksheet

Name :

Number :

My House

My House is divided into two floors. On upstairs I have one room where I keep the washer and dryer and one big terrace. Downstairs, the floor is divided in eight rooms, four of them are bedrooms, other two are bathrooms and then one kitchen and one dining room.

In my bedroom, I have a lot of things inside, such as a television, a playstation 3, and many trophies. In my sister's bedroom, there is a computer and in the other two bedrooms are for my parent and my other sister.

Normally we eat in everywhere we want, but on Sunday we eat together in the dining room. I really love my house, the place where we could share everything together.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTS Muhammadiyah 1 Gemolong
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 60 Menit

Standar Kompetensi :

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive text* dan *recount text* yang berkaitan dengan lingkungan sekitar.

A. Tujuan Pembelajaran

Dengan strategy REDW peserta didik mampu untuk:

- Mengidentifikasi informasi spesifik yang ada pada teks descriptive
- Mengidentifikasi makna dan gagasan teks descriptive

B. Materi Pembelajaran

My bedroom

The bedroom is my favorite room. The wall color is blue, which is my favorite color. it's one snug bed that faces the window. Every morning, the sun shines through my window and wakes me up.

I put my table for study and do my prep at the corner. Beside that table, there is a massive wardrobe wherever I place all of my garments.

My father created the wardrobe on behalf of me as my birthday present. On the left aspect of the table, there's a shelf wherever I place all of my favorite books. On the table, there's a lamp, laptop, stationery, and notebook. although my room is tiny and straightforward, I notice it is terribly cozy.

C. Metode Pembelajaran

REDW Technique

- Read
- Examine
- Decide
- Write

D. Langkah Pembelajaran

Langkah - Langkah Pembelajaran	
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan ucapan salam 2. Guru menanyakan keadaan peserta didik 3. Guru mengecek kehadiran siswa 4. Guru menjelaskan topik materi yang akan dipelajari yakni tentang descriptive text.
Kegiatan Inti (Using REDW Strategy)	<ol style="list-style-type: none"> 1. Guru bertanya kepada siswa mengenai strategy REDW yang telah dijelaskan sebelumnya. 2. Murid bertanya kepada guru mengenai strategy hal yang sulit dipahami dalam tahapan REDW. 3. Guru membagikan lembar tugas untuk siswa. 4. Guru memberikan instruksi untuk mulai mengerjakan tugas descriptive text yang berjudul "My bedroom" <p>Tahapan dalam teknik REDW :</p> <ol style="list-style-type: none"> 1. <i>Read</i> Pada tahap ini, siswa perlu membaca setiap paragraf teks. Siswa diperbolehkan menggunakan kamus untuk memahami arti dari beberapa kata. 2. <i>Examine</i> Kemudian pada tahap ini, siswa perlu periksa setiap kalimat dalam paragraf untuk mengidentifikasi kata-kata penting yang menceritakan tentang apa kalimat itu. Dengan menemukan kalimat utama, ide pokok dan kesimpulan. Dan untuk menemukan ide pokok: (1) siswa harus menemukan kalimat utama dimana kalimat utama berisi ide pokok atau gagasan utama; (2) letak kalimat utama selalu di awal, akhir, atau tengah kalimat; (3) kalimat utama diawal biasanya terdapat pengulangan kata seperti itu, ini, mereka, ia dsb. Jika kalimat di akhir biasanya ditandai kata seperti oleh karena itu, jadi, dengan demikian, dan jika di tengah kalimat terdapat ciri-ciri di antara di awal atau diakhir paragraf.

	<p>3. <i>Decide</i></p> <p>Putuskan dalam strategi ini memberikan siswa lebih peduli dalam memahami pemahaman teks. Para siswa membaca kembali pada kata-kata setiap kalimat dalam paragraf. Mereka memutuskan kalimat mana yang berisi kata-kata yang mereka tulis yang paling menggambarkan ide dari ide utama.</p> <p>4. <i>Write</i></p> <p>Terakhir, siswa harus menuliskan gagasan utama setiap paragraf. Langkah ini akan membantu siswa untuk mengingat apa yang telah mereka pelajari dan memberikan catatan belajar yang baik untuk ujian.</p>
Penutup	<ol style="list-style-type: none"> 1. Guru bersama peserta didik membuat kesimpulan tentang materi yang telah dipelajari. 2. Melakukan tanya jawab mengenai materi yang belum paham 3. Reflection 4. Guru mengakhiri pelajaran salam penutup.

E. Sumber Belajar dan Media

- Teks yang relevan
- Papan tulis dan spidol.

F. Penilaian

1. Teknik : Membaca
2. Bentuk : Individual
3. Instrument : Descriptive Text

Student's Worksheet

Name :

Number :

My bedroom

The bedroom is my favorite room. The wall color is blue, which is my favorite color. it's one snug bed that faces the window. Every morning, the sun shines through my window and wakes me up.

I put my table for study and do my prep at the corner. Beside that table, there is a massive wardrobe wherever I place all of my garments.

My father created the wardrobe on behalf of me as my birthday present. On the left aspect of the table, there's a shelf wherever I place all of my favorite books. On the table, there's a lamp, laptop, stationery, and notebook. although my room is tiny and straightforward, I notice it is terribly cozy.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTS Muhammadiyah 1 Gemolong
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 60 Menit

Standar Kompetensi :

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive text* dan *recount text* yang berkaitan dengan lingkungan sekitar.

A. Tujuan Pembelajaran

Dengan strategy REDW peserta didik mampu untuk:

- Mengidentifikasi informasi spesifik yang ada pada teks descriptive
- Mengidentifikasi makna dan gagasan teks descriptive

B. Materi Pembelajaran

My Father

My father is a very great man. He can be a father and best friend for his children. My father is a hard worker. He worked as a math teacher at school.

As a mathematics teacher, he was very much loved by his students. Friendly personality makes him a favorite teacher for students and friends. Even though my father was a mathematics teacher, I still did not like mathematics.

I prefer English rather than mathematics. My father and I have the same hobby. We really like traveling and going to a new place for us. My father is very concerned with time for family. For him family is a priceless treasure. During school holidays, he always invited us around to travel and spend time together. I am very grateful to have a father who can be a father and a friend to me.

C. Metode Pembelajaran

REDW Technique

- Read
- Examine
- Decide

- Write

D. Langkah Pembelajaran

Langkah - Langkah Pembelajaran	
Pendahuluan	<ol style="list-style-type: none">1. Guru memberikan ucapan salam2. Guru menanyakan keadaan peserta didik3. Guru mengecek kehadiran siswa4. Guru me-review materi sebelumnya5. Guru menjelaskan topik maeri yang akan dipelajari tentang descriptive text.
Kegiatan Inti (Using REDW Strategy)	<ol style="list-style-type: none">1. Guru bertanya kepada siswa mengenai strategy REDW yang telah dijelaskan sebelumnya2. Murid bertanya kepada guru mengenai hal yang sulit dipahami dalam tahapan REDW3. Guru membagikan lembar tugas kepada siswa4. Guru memberikan instruksi untuk mulai mengerjakan tugas descriptive text yang berjudul "My Father" <p>Tahapan dalam teknik REDW :</p> <ol style="list-style-type: none">1. <i>Read</i> Pada tahap ini, siswa perlu membaca setiap paragraf teks. Siswa diperbolehkan menggunakan kamus untuk memahami arti dari beberapa kata.2. <i>Examine</i> Kemudian pada tahap ini, siswa perlu periksa setiap kalimat dalam paragraf untuk mengidentifikasi kata-kata penting yang menceritakan tentang apa kalimat itu. Dengan menemukan kalimat utama, ide pokok dan kesimpulan. Dan untuk menemukan ide pokok: (1) siswa harus menemukan kalimat utama dimana kalimat utama berisi ide pokok atau gagasan utama; (2) letak kalimat utama selalu di awal, akhir, atau tengah kalimat; (3) kalimat utama diawal biasanya terdapat pengulangan kata seperti itu, ini, mereka, ia dsb. Jika kalimat di akhir biasanya ditandai kata seperti oleh karena itu, jadi, dengan demikian, dan

	<p>jika di tengah kalimat terdapat ciri-ciri di antara di awal atau diakhir paragraf.</p> <p>3. <i>Decide</i></p> <p>Putuskan dalam strategi ini memberikan siswa lebih peduli dalam memahami pemahaman teks. Para siswa membaca kembali pada kata-kata setiap kalimat dalam paragraf. Mereka memutuskan kalimat mana yang berisi kata-kata yang mereka tulis yang paling menggambarkan ide dari ide utama.</p> <p>4. <i>Write</i></p> <p>Terakhir, siswa harus menuliskan gagasan utama setiap paragraf. Langkah ini akan membantu siswa untuk mengingat apa yang telah mereka pelajari dan memberikan catatan belajar yang baik untuk ujian.</p>
Penutup	<ol style="list-style-type: none"> 1. Guru bersama peserta didik membuat kesimpulan tentang materi yang telah dipelajari. 2. Melakukan tanya jawab mengenai materi yang belum paham 3. Reflection 4. Guru mengakhiri pelajaran salam penutup

E. Sumber Belajar dan Media

- Teks yang relevan
- Papan tulis dan spidol.

F. Penilaian

1. Teknik : Membaca
2. Bentuk : Individual
3. Instrument : Descriptive Text

Student's Worksheet

Name :

Number :

My Father

My father is a very great man. He can be a father and best friend for his children. My father is a hard worker. He worked as a math teacher at school.

As a mathematics teacher, he was very much loved by his students. Friendly personality makes him a favorite teacher for students and friends. Even though my father was a mathematics teacher, I still did not like mathematics.

I prefer English rather than mathematics. My father and I have the same hobby. We really like traveling and going to a new place for us. My father is very concerned with time for family. For him family is a priceless treasure. During school holidays, he always invited us around to travel and spend time together. I am very grateful to have a father who can be a father and a friend to me.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTS Muhammadiyah 1 Gemolong
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 60 Menit

Standar Kompetensi :

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive text* dan *recount text* yang berkaitan dengan lingkungan sekitar.

A. Tujuan Pembelajaran

Dengan strategy REDW peserta didik mampu untuk:

- Mengidentifikasi informasi spesifik yang ada pada teks descriptive
- Mengidentifikasi makna dan gagasan teks descriptive

B. Materi Pembelajaran

My Neighborhood

I live in a comfortable and perfect neighborhood. The street is very quiet. Some people like lots of noise and crowds, but I'm little bit different. I like my quiet street. My house is between a big park and an apartment building. On the weekend, I sometimes buy a female magazine from the newsstand and sit in the green park to read it.

There is a big supermarket around 2 blocks from my house. Next to the supermarket there is a mini basketball court. Across the street there is a bakery, and next to the bakery is a video store where I can rent videos.

I think my neighborhood has everything I need. The only thing that isn't close is my school. In fact, I need to take two buses to get to school every morning.

C. Metode Pembelajaran

REDW Technique

- Read
- Examine
- Decide
- Write

D. Langkah Pembelajaran

Langkah - Langkah Pembelajaran	
Pendahuluan	<ol style="list-style-type: none">1. Guru memberikan ucapan salam2. Guru menanyakan keadaan peserta didik3. Guru mengecek kehadiran siswa4. Guru menjelaskan topik materi yang akan dipelajari yakni tentang descriptive text.
Kegiatan Inti (Using REDW Strategy)	<ol style="list-style-type: none">1. Guru memberikan arahan kepada siswa untuk membentuk kelompok yang terdiri dari 2-3 orang2. Guru memberikan instruksi untuk mengerjakan tugas dengan cara diskusi dengan teman kelompoknya.3. Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang sulit untuk dipahami. Tahapan dalam teknik REDW :<ol style="list-style-type: none">1. <i>Read</i> Pada tahap ini, siswa perlu membaca setiap paragraf teks. Siswa diperbolehkan menggunakan kamus untuk memahami arti dari beberapa kata.2. <i>Examine</i> Kemudian pada tahap ini, siswa perlu periksa setiap kalimat dalam paragraf untuk mengidentifikasi kata-kata penting yang menceritakan tentang apa kalimat itu. Dengan menemukan kalimat utama, ide pokok dan kesimpulan. Dan untuk menemukan ide pokok: (1) siswa harus menemukan kalimat utama dimana kalimat utama berisi ide pokok atau gagasan utama; (2) letak kalimat utama selalu di awal, akhir, atau tengah kalimat; (3) kalimat utama diawal biasanya terdapat pengulangan kata seperti itu, ini, mereka, ia dsb. Jika kalimat di akhir biasanya ditandai kata seperti oleh karena itu, jadi, dengan demikian, dan jika di tengah kalimat terdapat ciri-ciri di antara di awal atau diakhir paragraf.

	<p>3. <i>Decide</i></p> <p>Putuskan dalam strategi ini, para siswa diminta untuk membaca kembali pada kata-kata setiap kalimat dalam paragraf. Mereka memutuskan kalimat mana yang berisi kata-kata yang mereka tulis yang paling menggambarkan ide dari ide utama.</p> <p>4. <i>Write</i></p> <p>Terakhir, siswa harus menuliskan gagasan utama setiap paragraf. Langkah ini akan membantu siswa untuk mengingat apa yang telah mereka pelajari dan memberikan catatan belajar yang baik untuk ujian.</p>
Penutup	<ol style="list-style-type: none"> 1. Guru bersama peserta didik membuat kesimpulan tentang materi yang telah dipelajari. 2. Melakukan tanya jawab mengenai materi yang belum paham 3. Reflection 4. Guru mengakhiri pelajaran salam penutup

E. Sumber Belajar dan Media

- Teks yang relevan
- Papan tulis dan spidol.

F. Penilaian

1. Teknik : Membaca
2. Bentuk : Individual
3. Insrument : Descriptive Text

Student's Worksheet

Name :

Number :

My neighborhood

I live in a comfortable and perfect neighborhood. The street is very quiet. Some people like lots of noise and crowds, but I'm little bit different. I like my quiet street. My house is between a big park and an apartment building. On the weekend, I sometimes buy a female magazine from the news stand and sit in the green park to read it.

There is a big supermarket around 2 blocks from my house. Next to the supermarket there is a mini basketball court. Across the street there is a bakery, and next to the bakery is a video store where I can rent videos.

I think my neighborhood has everything I need. The only thing that isn't close is my school. In fact, I need to take two buses to get to school every morning.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTS Muhammadiyah 1 Gemolong
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 60 Menit

Standar Kompetensi :

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive text* dan *recount text* yang berkaitan dengan lingkungan sekitar.

A. Tujuan Pembelajaran

Dengan strategy REDW peserta didik mampu untuk:

- Mengidentifikasi informasi spesifik yang ada pada teks descriptive
- Mengidentifikasi makna dan gagasan teks descriptive

B. Materi Pembelajaran

My Smartest Classmate, Nila

I have a classmate that is good at almost all subjects. Her name is Nila Lutfiawati. All her classmates usually call her Nila. She is a quiet person.

Nila has a pair of thick bushy eyebrows. Her face is oval and her nose is a bit flat. She has slim and short body. Her skin is brown. She has long and wavy hair. She is a good person and treats all of her friends nicely. She is also a polite, diligent, discipline, and friendly person. Her hobby is solving crossword. She likes to eat crispy fried banana and drink ice tea.

Nila is the most active students in my class. When our teacher gives a test, she can do it quickly even though it's so difficult. Although she is the smartest student in class and gets the highest score of all students in my school, it doesn't make her become a big-headed person and always stays humble. She always helps me whenever I face some troubles in doing my assignment.

C. Metode Pembelajaran

REDW Technique

- Read
- Examine
- Decide

- Write

D. Langkah Pembelajaran

Langkah - Langkah Pembelajaran	
Pendahuluan	<ol style="list-style-type: none">1. Guru memberikan ucapan salam2. Guru menanyakan keadaan peserta didik3. Guru mengecek kehadiran siswa4. Guru me-review materi sebelumnya5. Guru menjelaskan topik maeri yang akan dipelajari yakni tentang descriptive text.
Kegiatan Inti (Using REDW Strategy)	<ol style="list-style-type: none">1. Guru memberikan arahan kepada siswa untuk membentuk kelompok yang terdiri dari 2-3 orang2. Guru memberikan instruksi untuk mengerjakan tugas dengan cara diskusi dengan teman kelompoknya.3. Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang sulit untuk dipahami. Tahapan dalam teknik REDW :<ol style="list-style-type: none">1. <i>Read</i><p>Pada tahap ini, siswa perlu membaca setiap paragraf teks. Siswa diperbolehkan menggunakan kamus untuk memahami arti dari beberapa kata.</p>2. <i>Examine</i><p>Kemudian pada tahap ini, siswa perlu periksa setiap kalimat dalam paragraf untuk mengidentifikasi kata-kata penting yang menceritakan tentang apa kalimat itu. Dengan menemukan kalimat utama, ide pokok dan kesimpulan. Dan untuk menemukan ide pokok: (1) siswa harus menemukan kalimat utama dimana kalimat utama berisi ide pokok atau gagasan utama; (2) letak kalimat utama selalu di awal, akhir, atau tengah kalimat; (3) kalimat utama diawal biasanya terdapat pengulangan kata seperti itu, ini, mereka, ia dsb. Jika kalimat di akhir biasanya ditandai kata seperti oleh karena itu, jadi, dengan demikian, dan jika di tengah kalimat</p>

	<p>terdapat ciri-ciri di antara di awal atau diakhir paragraf.</p> <p>3. <i>Decide</i></p> <p>Putuskan dalam strategi ini memberikan siswa lebih peduli dalam memahami pemahaman teks. Para siswa membaca kembali pada kata-kata setiap kalimat dalam paragraf. Mereka memutuskan kalimat mana yang berisi kata-kata yang mereka tulis yang paling menggambarkan ide dari ide utama.</p> <p>4. <i>Write</i></p> <p>Terakhir, siswa harus menuliskan gagasan utama setiap paragraf. Langkah ini akan membantu siswa untuk mengingat apa yang telah mereka pelajari dan memberikan catatan belajar yang baik untuk ujian.</p>
Penutup	<ol style="list-style-type: none"> 1. Guru bersama peserta didik membuat kesimpulan tentang materi yang telah dipelajari. 2. Melakukan tanya jawab mengenai materi yang belum paham 3. Reflection 4. Guru mengakhiri pelajaran salam penutup.

E. Sumber Belajar dan Media

- Teks yang relevan
- Papan tulis dan spidol.

F. Penilaian

1. Teknik : Membaca
2. Bentuk : Individual
3. Instrument : Descriptive Text

Student's Worksheet

Name :

Number :

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I have a classmate that is good at almost all subjects. Her name is Nila Lutfiawati. All her classmates usually call her Nila. She is a quiet person.

Nila has a pair of thick bushy eyebrows. Her face is oval and her nose is a bit flat. She has slim and short body. Her skin is brown. She has long and wavy hair. She is a good person and treats all of her friends nicely. She is also a polite, diligent, discipline, and friendly person. Her hobby is solving crossword. She likes to eat crispy fried banana and drink ice tea.

Nila is the most active students in my class. When our teacher gives a test, she can do it quickly even though it's so difficult. Although she is the smartest student in class and gets the highest score of all students in my school, it doesn't make her become a big-headed person and always stays humble. She always helps me whenever I face some troubles in doing my assignment.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTS Muhammadiyah 1 Gemolong
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 60 Menit

Standar Kompetensi :

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive text* dan *recount text* yang berkaitan dengan lingkungan sekitar.

A. Tujuan Pembelajaran

Dengan strategy REDW peserta didik mampu untuk:

- Mengidentifikasi informasi spesifik yang ada pada teks descriptive
- Mengidentifikasi makna dan gagasan teks descriptive

B. Materi Pembelajaran

My New Little House

It's been a week since we moved to a new house. My house is a tiny house right in front of the park. The house only has an area of 36 square meters and a land area of 60 square meters. Not too big and not too small for me.

We have a small garden on the front porch filled with plants in colorful pots. Every plant thrives, there are flower and fruit plants. In fact, the chili plant has produced a lot of fruit.

The inside of my house is not too wide. My house consists of 1 living room, 2 bedrooms, kitchen, dining room, and 1 bathroom. In the living room only contains a carpet as a seat and a bookshelf mounted on the wall. To make the atmosphere fragrant, there is an automatic spray deodorizer installed on the wall. The white tiled floor makes this tiny house look spacious.

That's my new little house. Even though this house is new, the memories in this house are still the same. This is where my family and I will live happily together.

C. Metode Pembelajaran

REDW Technique

- Read

- Examine
- Decide
- Write

D. Langkah Pembelajaran

Langkah - Langkah Pembelajaran	
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan ucapan salam 2. Guru menanyakan keadaan peserta didik 3. Guru mengecek kehadiran siswa 4. Guru me-review materi sebelumnya 5. Guru menjelaskan topik materi yang akan dipelajari yakni tentang descriptive text.
Kegiatan Inti (Using REDW Strategy)	<ol style="list-style-type: none"> 1. Guru memberikan arahan kepada siswa untuk membentuk kelompok yang terdiri dari 2-3 orang 2. Guru memberikan instruksi untuk mengerjakan tugas dengan cara diskusi dengan teman kelompoknya. 3. Guru memberikan kesempatan kepada siswa untuk menanyakan hal sulit yang belum dipahami. Tahapan dalam teknik REDW : <ol style="list-style-type: none"> 1. <i>Read</i> Pada tahap ini, siswa perlu membaca setiap paragraf teks. Siswa diperbolehkan menggunakan kamus untuk memahami arti dari beberapa kata. 2. <i>Examine</i> Kemudian pada tahap ini, siswa perlu periksa setiap kalimat dalam paragraf untuk mengidentifikasi kata-kata penting yang menceritakan tentang apa kalimat itu. Dengan menemukan kalimat utama, ide pokok dan kesimpulan. Dan untuk menemukan ide pokok: (1) siswa harus menemukan kalimat utama dimana kalimat utama berisi ide pokok atau gagasan utama; (2) letak kalimat utama selalu di awal, akhir, atau tengah kalimat; (3) kalimat utama diawal biasanya

	<p>terdapat pengulangan kata seperti itu, ini, mereka, ia dsb. Jika kalimat di akhir biasanya ditandai kata seperti oleh karena itu, jadi, dengan demikian, dan jika di tengah kalimat terdapat ciri-ciri di antara di awal atau diakhir paragraf.</p> <p>3. <i>Decide</i></p> <p>Putuskan dalam strategi ini memberikan siswa lebih peduli dalam memahami pemahaman teks. Para siswa membaca kembali pada kata-kata setiap kalimat dalam paragraf. Mereka memutuskan kalimat mana yang berisi kata-kata yang mereka tulis yang paling menggambarkan ide dari ide utama.</p> <p>4. <i>Write</i></p> <p>Terakhir, siswa harus menuliskan gagasan utama setiap paragraf. Langkah ini akan membantu siswa untuk mengingat apa yang telah mereka pelajari dan memberikan catatan belajar yang baik untuk ujian.</p>
Penutup	<ol style="list-style-type: none"> 1. Guru bersama peserta didik membuat kesimpulan tentang materi yang telah dipelajari. 2. Melakukan tanya jawab mengenai materi yang belum paham 3. Reflection 4. Guru mengakhiri pelajaran salam penutup

E. Sumber Belajar dan Media

- Teks yang relevan
- Papan tulis dan spidol.

F. Penilaian

1. Teknik : Membaca
2. Bentuk : Individual
3. Instrument : Descriptive Text

Student's Worksheet

Name :

Number :

My New Little House

It's been a week since we moved to a new house. My house is a tiny house right in front of the park. The house only has an area of 36 square meters and a land area of 60 square meters. Not too big and not too small for me.

We have a small garden on the front porch filled with plants in colorful pots. Every plant thrives, there are flower and fruit plants. In fact, the chili plant has produced a lot of fruit.

The inside of my house is not too wide. My house consists of 1 living room, 2 bedrooms, kitchen, dining room, and 1 bathroom. In the living room only contains a carpet as a seat and a bookshelf mounted on the wall. To make the atmosphere fragrant, there is an automatic spray deodorizer installed on the wall. The white tiled floor makes this tiny house look spacious.

That's my new little house. Even though this house is new, the memories in this house are still the same. This is where my family and I will live happily together.

Appendix 8
PHOTOGRAPHY



The students do pre-test



The researcher explain about the REDW strategy in Cycle 1



The students do the post test 1



The researcher explain about the REDW strategy in Cycle 2



The students do the post test 2



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
MTs. MUHAMMADIYAH 1 GEMOLONG
KABUPATEN SRAGEN

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SURAT KETERANGAN
NO : 060/ KET/IV.4.AU/D/2022

Yang bertanda tangan dibawah ini :

Nama : Sriyanto, S.Pd
NIP : -
Pangkat / Gol : -
Jabatan : Kepala Madrasah

menerangkan bahwa :

Nama : NUR CHOLIDA HANUM
NIM : 183221219
Program Studi : Pendidikan Bahasa Inggris
Semester : 9

Mahasiswa tersebut telah selesai mengadakan penelitian di MTs Muhammadiyah 1 Gemolong pada Jum'at, 4 November 2022, dengan Judul Skripsi "*Improving Students' Reading Comprehension By Using REDW (Read Examine Decide In Descriptive Text (A Classroom Action Research of Eigt Grade at Students MTs Muhammadiyah 1 Gemolong)*"

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Gemolong, 4 November 2022

Kepala Madrasah



Sriyanto, S.Pd

NBM : 1072173