



**THE ANALYSIS OF STUDENTS' WRITING ABILITY OF PROCEDURE TEXT  
BY USING READ EXAMINE DECIDE WRITE (REDW) STRATEGY AT THE  
GRADE VIII OF SMP NEGERI 4 PADANGSIDIMPUAN**

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***Abstract***

The research was conducted by the researcher at the Grade VIII of SMP Negeri 4 Padangsidimpuan. The aims of this research was to find out Students' Writing Ability of Procedure Text Text by using Read, Examine, Decide, and Write (REDW) Strategy at the Grade VIII of SMP Negeri 4 Padangsidimpuan. In order to achieve the purpose of this research, the writer carried out in quantitative approach by applying descriptive method. The population of this research was the Grade VIII of SMP Negeri 4 Padangsidimpuan. They were 183 students, the writer used cluster sampling technique to get the sample. The samples were 32 students. The procedure text was applied as the instrument of this research, the writer used percentage formula. Based on the data that has been analyzed, it can be found that (1) students' writing procedure text ability by using Read Examine Decide Write (REDW) Strategy to the grade VIII of SMP Negeri 4 Padangsidimpuan had an improvement. The improvement from 64.7 to 76.6. It meant that there was the improvement about 11.9%. Therefore, it was not a big improvement but it had passed from the minimal criteria and (2) the factors that affect students' problem in writing procedure text ability by using Read Examine Decide Write (REDW) Strategy to the grade VIII of SMP Negeri 4 Padangsidimpuan was generic structure. The students felt difficult in determining goals, material and steps (use of communicative sequence, imperative sentence, numbering, and vocabulary).

*Keywords: Read, Examine, Decide, and Write (REDW) Strategy, Writing, Procedure Text*

***Abstrak***

Penelitian ini dilakukan oleh peneliti di kelas VIII SMP Negeri 4 Padangsidimpuan. Tujuan penelitian ini adalah untuk mengetahui kemampuan menulis teks prosedur siswa dengan menggunakan strategi Read, Examine, Decide, and Write (REDW) di kelas VIII SMP Negeri 4 Padangsidimpuan. Untuk mencapai tujuan penelitian ini, penulis melakukan pendekatan kuantitatif dengan menerapkan metode deskriptif. Populasi penelitian ini adalah kelas VIII SMP Negeri 4 Padangsidimpuan yang berjumlah 183 siswa, penulis menggunakan teknik cluster sampling untuk mendapatkan sampel. Sampel yang digunakan adalah 32 siswa. Teks prosedur digunakan sebagai instrumen penelitian ini, penulis menggunakan rumus persentase. Berdasarkan data yang telah dianalisis, dapat ditemukan bahwa (1) kemampuan menulis teks prosedur siswa dengan menggunakan strategi Read Examine Decide Write (REDW) di kelas VIII SMP Negeri 4 Padangsidimpuan mengalami peningkatan. Peningkatan tersebut dari 64,7 menjadi 76,6. Artinya, terjadi peningkatan sekitar 11,9%. Oleh karena itu, meskipun bukan peningkatan yang besar, namun telah melewati kriteria minimal dan (2) faktor yang mempengaruhi masalah siswa dalam kemampuan menulis teks prosedur dengan menggunakan Strategi Read Examine Decide Write (REDW) pada kelas VIII SMP Negeri 4





Padangsidimpuan adalah struktur generik. Siswa merasa kesulitan dalam menentukan tujuan, materi, dan langkah-langkah (penggunaan urutan komunikatif, kalimat imperatif, penomoran, dan kosakata).

Kata kunci: Strategi Read, Examine, Decide, and Write (REDW), Menulis, Teks Prosedur

## INTRODUCTION

Writing is one of important skills for foreign language learners in learning English. It is important because writing is a crucial skill for academic or occupational success. Next, writing can be an effective tool for the development of academic language proficiency as learners have to explore advanced lexical or syntactic expression in their written work. The last is writing across the curriculum that can be invaluable for mastering diverse subject matter. Therefore, it can be said that writing is the primary basis upon which our work and study is judged in school or college, in the workplace, and in the community

Reflecting to *Merdeka Belajar* (Independent Learning) curriculum to fulfil link and match field work and industry every school should prepare students to worker proficiency. Each level of education is forced to plan and apply innovative learning to reach target of learning on affective, cognitive and psychomotor aspects optimally. It meant that writing to be important skill to be developed because it related to the work field and industry.

Writing is important for students. First, it allowed you to organize and refine your ideas. Writing was a much slower process, letting you organized your thoughts more before shaping your sentences. When writing, you can gradually process your words, maybe even looking them up first before transferring them onto paper or even a digital document. With that, you are also able to learn new vocabulary, spellings, and pronunciations as you go. Once you are done, you can also look back on what you've written and correct them if needed.

Second, writing gave you a "hard copy" of your progress. Practice makes perfect, even more so in writing. Who did not make mistakes, right? That is why you should write as much as you can when learning a language. So that over time, you will see the progress of your language learning journey in order to evaluate your weak and strong points. Because if you do not pay attention to your mistakes, you are likely to make them in your speaking skills as well.

Third, writing helped others give you feedback. As much as you should correct your outputs, you should also let other people check them. After all, feedback in writing is key. Otherwise, you will make the same mistakes again and again without even knowing. So, why not get constructive feedback crafted personally to your work? Having someone thoroughly check what you've written and give you tips on how to revise and improve your writing is also a way to lead you in the right direction.

Fourth, writing helped you recall what you have learned. With all the words, phrases and rules there are in a language, it may feel hard to memorize them all. But many studies have shown that writing is proven to be helpful in retaining information because putting your learning into practice is important for cementing it in your mind, as practice creates new neural pathways in the brain. When we write, we are putting some degree of thought into evaluating and ordering the information that we are receiving. That process is what helps fix ideas more firmly in our minds, leading to a greater recall.



The last, writing can also develop your speaking skills. A 2015 study on the relationship between writing and speaking reveals that learners who have skills to produce academic language in writing, they can easily transfer the argumentative skills to speaking skills. So, if you develop your writing skills in a new language, you will increase your competence in speaking that language as well.

In English learning process, procedure text is one of subject that learned by students. Procedure or procedural text is the text containing the procedures, processes, means, or steps of make/do (operate) something. According to Susanti (2015:21) purpose of procedural text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient and appropriate ways.

Depdiknas (2013) also state that good criteria in writing or arranging a procedure text are (1) clear, it means that it is easy to follow and it is not confusing; (2) logic, it means that the ordering of sentences must be related with one another, it means that it only writes the important things. So, from the description above we can concluded that procedural text can help and can be a guide for us in doing something.

The procedure text presented above consist of the main categories such as text structure and linguistic elements, text structure of procedural text, the main idea, supporting details and sequencing series. The linguistic elements cover imperative structure and commands, using simple present tense, connecting words, numbering, clause and adverb of manner.

Based on the preliminary research, the researcher found that many students at the Eighth grade of SMP Negeri 4 Padangsidempuan have difficulties in understanding how to write correctly. To get the data of Pre research the interview is applied to the English teacher and the students of SMP Negeri 4 Padangsidempuan. By interviewing the teacher and the students, one of the interview questions that the researcher asked to the teacher is “what were the problems that were faced by the student in learning writing?” Based on the interview that the writer did to the English teacher, he said that the students’ writing ability of SMP Negeri 4 Padangsidempuan is still low. the students’ problems in learning writing were the students still cannot gather the idea to write, and the students make mistook due to lack of vocabularies.

Based on the result of interviewed and analyzed the students’ writing procedure score showed that the students’ skill in writing procedure is poor. It happened because of some problems; the students have low motivation in writing especially procedure text, the students were not able to write correctly, the students had low vocabulary, the students were not interested in the writing and they still confuse to find out the idea. According the students, writing is the most difficult skill in English than another skill in English.

Teacher explains that almost students need more motivation in English subject especially in writing procedure text. It means that the students need fresh strategy to solve their writing procedure text problems. Based on interview by the teacher, the teacher also found some factors of students’ problems in learning English especially their writing skill. The students thought that write a paragraph is most difficult one and they get the difficulties in gathering idea when they were going to write, because they were still confuse how to organize their idea to be a good paragraph.

Based on explanation above, the researcher can conclude that an English Teacher must have a good strategy to make the students interest to write and more enjoyable in teaching



learning process. Teaching writing with appropriate strategy is crucial to make the writing class becomes more effective, interesting, and enjoyable for the students. Teacher should apply appropriate technique in teaching writing. The teacher made teaching writing process more enjoyable and easier to understand by the students, and one of the strategy is teaching writing through Read Examine Decide Write (REDW) strategy.

Based on the background above, the researcher uses Read Examine Decide Write (REDW) strategy in teaching English, especially to improve the students' writing skill. Therefore, the researcher entitled this research "The Analysis of Students' Writing Ability of Procedure Text by Using Read Examine Decide Write (REDW) Strategy at the Grade VIII of SMP Negeri 4 Padangsidempuan"..

## **1. Concept of Writing Procedure Text**

Generally, writing is needed as a medium through which people share what they have in mind. According to McDonald and McDonald (2017:7), writing is usefully described as a process; something which shows continuous change in time that should be developed and trained continuously. It meant that writing should be done continuously in order to get a better result.

Meanwhile, Langan (2018:12) says that writing is a process of discovery that involved a series of steps, without practice, people can think that writing is difficult. According to Tangpermpoon (2020:9) defined that writing is known as the most complicated skill to master for language learners because they need to have several background knowledge of L2 about the rhetorical organizations, proper language use or specific lexicon with which they want to deliver to their readers.

Similarly, Fylnn and Stainthrop (2020:54) that writing is medium of human communication that represents language through the inscription or recording of signs and symbols in action and highly complicated task. It can be said that writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.

According to Harmer (2019:31), writing is a way to produce language and express idea, feeling, and opinion. Furthermore he stated that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. It meant that writing is a way to produce language that comes from our thought. The idea, felling or opinion produce based on writer activity is done. It is also an activity, both physically and mentally which helps the writers put their thought into words in meaningful form.

Hyland (2019:21) explained that writing is a way to share personal meanings. It meant that writing is the way to express feelings and thought to other people that have a meanings. Writing can help people to communication. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

In order for communication to be successful the people had to structure their discourse in such way that it will be understood by the readers. This is why writing in particular has to be both coherent and cohesive. Coherence meant the connections of ideas and points that will be transferred and cohesive meant grammatically that used in written language. It described, the writer will show many things in the written language, such as



the way of thinking, knowledge and word to be arranged to sentences form that can be easy to understand it by the reader so that both can make a communication.

Based on the explanation above, it showed that learning writing is assumed to be difficult and the students should develop a full understanding of the writing process so they were able to express themselves more confidently, effectively, and efficiently in order to create a piece of writin.

Procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series and explains or helps us how to make or use something. According to Syafi'I, et.al (2017:24) states a very common kind of process or procedure of explanation is when one describes how to do something or how something works. It can refer, procedure text begins with the goal of the task. Procedural text such as instructions like recipes and directions to telling someone how to do something. In other words, "procedure" guides the readers to do something, to operate something, to make something, or to reach certain objectives.

Knapp and Watkins (2018:21) procedure text is often faced by the students in most learning areas in their daily life; in their Home (recipes), in Science (experiments), in Technology (how to....), and their other activities at school time.

According to American Heritage Dictionary (2020:1398), "Procedure text is a set of instruction that performs a spesific task of function." We can say that procedure text describes how something is accomplished through a sequence of actions or steps. While Wardiman (2020:11), "Procedure text is the text that give some clues or how to do something through a series of actions. It can also be said that procedure text gives step by step to perform an activity. Its used is to describe how something is completely done through a sequence of series.

Based on the definition above procedure text is a text that explains, tells or show someone how to do something, that have to be done in a series of sequenced steps and show a process in order to describe how something is completely done through a sequence of series

## **2. Read Examine Decide Write (REDW) Strategy**

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

Wright (2016:21), states that the REDW strategy is strategies that can help participants students read, analyze, decide and write over what they read. Furthermore, Wright (2016:22) states that learners given the opportunity to have critical thinking and expressing their thoughts over what they are read through writing.

Longman (2017:112) states that REDW is a good strategy to usefinding the main ideas in each paragraph of reading assignment. According to Sadhana Gupta (2018:42) REDW is primarily intended for reading materials that the individual is having difficulty understanding.





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.

Based on explanation above the writer concludes that REDW is usually used for textbooks or other material that the students can not understand even though the students has attempted to understand the information

## METHODOLOGY

This research takes place in SMP Negeri 4 Padangsidempuan. It locates on Jl. Sutan Soripada Mulia no. 42, Padang Sidempuan. This is taken as the location of the research do o some consideration. First, the school has large number of students so it was possible to get valid data. Second, the problem that is researched occur in this school. In this study, the researcher uses a qualitative method. The research design is an observation, and interview. The method of this research is qualitative methodology. Qualitative research method is used to examine question that can best by verbally describing how participants in a study perceive and interpret various aspects of their environment.

In this study, the researcher used a descriptive quantitative research. Creswell (2019:13) said that quantitative research identifies a research problem based on the trend in the field or on the need to explain why something occurs. It supported by Gay (2018: 7) quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest. For descriptive research.

Sugiyono (2022 : 14) stated that quantitative method is *Metode penelitian yang berlandaskan pada filsafat positivisme digunakan untuk meneliti pada populasi atau sampel tertentu, tehnik pengambilan sampel pada umumnya dilakukan secara random, pengumpulan data menggunakan instrument penelitian analisis data bersifat kuantitatif/statistik dengan tujuan untuk menguji hipotesis yang telah di tetapkan.* It meant quantitative method is method of research based on positivisme used to research certain population or sample, technique of taking sample generally through random, collecting the data using instrument of research analysis the data quantitative or statistic with purpose to test the hyphothesis.

Population explains all of subjects or objects which give data on a research. Population related with characteristic of subjects or objects. Population creates to be a group which had responsibility for findings or result of a research. In other words, the population had data of the research or information which was needed in this research.

Griffiee (2019:53) said, "A population may be persons or things, but more often than not in education and applied linguistics it comprises persons." It indicated that population can be filled by the human in the education field. It is often filled data of applied linguistics for language research. But, the population may be filled by certain phenomena in the linguistics field.

Based on the quotations above, the researcher concluded population refers to the subjects or objects which give the data or characteristic on a research. Generally, population on a research relates with human or people in educational field. Moreover, it can be seen that the data of the research can be taken fro linguistics or language researches. Thus, the researcher chooses all of students at the grade VIII of SMP Negeri 4 Padangsidempuan which consist with 183 students.



Sample looks as part of population which represents population to give the data on the research. Thus, it can be called that sample is part of population in certain research. Furthermore, sample gave data of the research directly in the field. In this case, the data can be taken from sample through observation, test, questionnaire, and so on.

Arikunto (2019:95-98) said that there were many techniques in sampling, namely: (a) random sampling is used by the researcher if the population is homogeneous, (b) cluster sampling is used by the researcher if in population there is class which their characteristics, (c) stratified sampling is used by the researcher in population which has class without level, (d) purposive sampling is used by the researcher if the researcher has consideration in taking sample, (e) area sampling is used by the researcher with looking to the sample from old area, (f) double sampling is used by the researcher with double number from the sample, and (g) proportional sampling is used by the researcher to take sample from each group in population and it make suitable with number of subjects in every group.

Based on the quotations above, it can be seen that sample is part of population. There is certain way to have the sample in the field and it is called as sampling. Actually, there are many sampling, such as cluster, random, stratified, and the others. Moreover, sample is used to give the data directly in the field of the research by using instruments of the research. Therefore, the researcher thinks to use cluster sampling in this research. In this case, the researcher takes the grade VIII-1 of SMP Negeri 4 Padangsidimpuan as sample. Each class consists of 32 students.

In conducting research, it was important to collect data. There were so many kinds of technique that can be used in collecting the data in a research. For this research the researcher used test. In general, test was finding out how well something works. Test was a measurement of an instrument that was arranged specifically to measure something certain and important. It had purpose to measure the validity, reliability, difficulty index and discriminating power of an instrument. The test which was used was multiple essay tests.

After collecting the students' scores, it was analyzed by using statistics formula before analyzing the data, it is necessary to classify the criterion of score. There are two kinds of analyzing the data in research, they are: descriptive analysis and inferential analysis. Descriptive analysis is used to describe the variables, for instance: mean, median, modus, histogram and so forth. While, inferential analysis uses of analysis the hypothesis. Before analysis the result of collecting data, it needs to classify the criteria of score.

## **RESULT**

The research result of this research showed the factors affect students in writing procedure text ability faced by the VIII grade students in were difficulties in developing the procedure texts, which fulfilled the aspects of every generic structure of the text. However, the researcher noticed the student's difficulties in developing a procedure text, related to writing the goal, material, and steps that involve communicative of sequence, numbering, and vocabulary.



- a. Goal, the title of the procedure text can be the name of an object or something to be made or done, and it can be a way of doing or using something and the title both have requirements, namely, relevant to the content of the writing, in the form of phrases, short, clear, it is not a figure of speech and does not contain a double meaning. Some students have difficulties in developing the goal in the dialogue given, most of them do not determine the goal of the procedure text, and the results of this research show that the goal analysis result by student's on the procedure text.
- b. Material is in the form of lists or details, and in the form of paragraphs. Tools or materials in the procedure text itself are up to size accurate enough to produce a good product. Some students were still not careful in developing the material in the procedure text given by the researcher. Most of them showed a goal and steps or just steps. In addition, the steps in the procedure text contain ways, methods taken to achieve the goals in the text. It contains the use of communicative sequence, imperative sentence, numbering, and vocabulary. Based on the result of the data obtained by the researcher, there are some common mistakes in the step section.
  - 1) In the communicative sequence, some students do not use the communicative sequence as a component of the generic structure of procedure text.
  - 2) Punctuation, these are some guidelines on the use of punctuation marks commonly used in academic writing: Full stop, Comma, Semicolon, Colon and Apostrophe. The Law (2021) state that the purpose of punctuation is to mark out a string of words into a manageable group and to show how these groups are related to each other.
  - 3) Vocabulary, students have not been able to write words correctly, it is like: *Upwards*, but the student writes the *apword*. *Turn*, but the students write the *trun*. *Slot*, but the students write the *Solt*. Therefore students don't complete the steps according to the dialogue given, any student just presents first steps, not the other.

Student's difficulties in develop the generic structure of procedure text was lack of knowledge about writing components. Most of the students only focus on the steps of the procedure text, so they forget the other components of the procedure text, namely the goal and the material. Some components of writing that needed to be mastered were generic structure, grammar, spelling and punctuation. Without knowing those components, it is difficult for students to construct good procedure text. As Sa'diyah (2019) states, if the students lack knowledge about the components of writing, they will not have specific thoughts and provide information well to the readers. In short, the students faced some difficulties in writing the procedure text because they didn't know the components of the procedure text well.

According to Derewianka in Pratiwi (2019) procedure text, already familiar with people's daily life, forexample, in giving instruction to make something, in games, rules, in recipes, manual steps, Direction of destination.<sup>41</sup> Student faced procedure text in most learning areas; in their home (recipes), in science (experiments), in technology (how to...), and their other activities at school time.

Text is a unit of meaning which is coherent and appropriate for its context". Therefore, the purpose of texts is to tell someone how to do or make something. To





understand how the texts work to make meaning, this in turn enables us to facilitate learners' interpretation and production of texts. The models of language connect between context and text. It means that the context of the text is in a context of a situation and in a context of culture. Relating to Gerot and Wignell (2012) in the context of culture, determines what we can mean by 'being who we are', doing 'what we do', and saying 'what we say'. Context situation can be specified through the use of the register variables field (what is going on), tenor (the social relationships), and mode (how language is being used). Every genre of text needs a generic structure to organize and show how different it is from other texts. A generic structure is a structure in a text which is usually used by learners in a target language. For this reason, the structure of the procedure text is organized with title (goal), material and steps.

The data of this research were the procedure texts that were developed by the 32 students at VIII of SMP Negeri 4 Padangsidimpuan. The students develop specific topics in the procedure text, it is how to make a cup of coffee, how to make indomie fried noodle, and how to charge hand phone. Where the students turn the dialogue into a procedure text that corresponds to the components of writing a procedure text such as a generic structure. The data was analyzed deeper based on the generic structure procedure text. The data consists of difficulties faced by the students in developing of the generic structure of procedure text. The generic structures of the procedure text are the goal, ingredients/ materials, and step. Furthermore, the data also showed the students' lacking understanding component of writing a procedure text.

The result of this research are presented in a summary form table and described in the form discussion, the entire data can be seen in the data attachment. The researcher analyzed whether the students analyzing generic structure stages completely or not.

The students who learning English as a foreign language face difficulty in writing an English text. Knapp and Watkins (2015) stated that mastering to put in writing in a tough and complex series of approaches that require a variety of express teaching methodologies all through all of the ranges of mastering. Besides that, writing is difficult for students who are learning English as they often struggle to express what they really models for constructing the clauses and sentences that present these complex meaning. The ability to write something in a productive way is an indicator of success during the learning process.

In analyzed generic structure of procedure text, goal is the first component that has to be included. It represents the main target of a procedure text. The goal is about the description of the actual intent. It means that the readers can guess the content of the text when reading the goal.

Furthermore, in combining the material, it needed the steps part. In the generic structure result table, the students still could write a step part in a good order, but had some mistakes in the use of communicative sequence, imperative sentence, numbering, and vocabulary. Connectives are a word that indicates logical relations between two clauses or sentences. It is needed to make a chronological order of instructions in procedure text. It



will make the readers understand that the instructions should be done one after another (in a sequence). From the analysis, were that did not include “connectives” word in their procedure text. The other groups included “connectives” as an important part in their procedure text. Several groups wrote a good sequence of sentences by using “first, second, finally, and the other as the part of connective words. Meanwhile, there were some groups that were inconsistent in using the sequence of “connectives”. There were also some groups that include “connectives” word only one or two among several steps. It shows that most of the students are not aware that the “connectives” word usage is very important for their procedure text.

The last component in analyzing writing procedure text is vocabulary. In the generic structure analyzed by the students, they make mistakes by not clearly identifying the correct word in a sentence, therefore changing the meaning of the text. With the description above, vocabulary is important because oneword may have more than one meaning. So students must have abilities in choosing words.

## CONCLUSION

Based on the result of this research, the conclusion could be formulated as follows:

1. The result of the data description showed that students' problem in writing procedure text ability by using Read Examine Decide Write (REDW) Strategy to the grade VIII of SMP Negeri 4 Padangsidempuan had an improvement. The improvement from 64.7 to 76.6. It meant that there was the improvement about 11.9%. Therefore, it was not a big improvement but it had passed from the minimal criteria.
2. The result of the data description showed the factors that affect students' problem in writing procedure text ability by using Read Examine Decide Write (REDW) Strategy to the grade VIII of SMP Negeri 4 Padangsidempuan was generic structure. The students felt difficult in determining goals, material and steps (use of communicative sequence, imperative sentence, numbering, and vocabulary).

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