

# IMPROVING STUDENTS' READING COMPREHENSION BY USING DRAW READ ATTEND WRITE (DRAW) STRATEGY AT MTs NURUL HUDA MANGUNSARI LUMAJANG IN THE 2017/2018 ACADEMIC YEAR

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## Abstracts

*The purpose of this research was to improve the learning process in the classroom about how the students can understand a reading by using draw read attend write at MTs Nurul Huda Mangunsari in 2017/2018 Academic Year. The method in this research used classroom action research (CAR) which consists of several parts, namely: planning, implementation, observation, and reflection in each cycle. The subjects in this research were eighth grade students at MTs Nurul Huda Mangunsari with a total of 26 students. The instrument in this research used a reading test and an observation checklist. According to the results of the existing data, this research was completed in the second cycle, where in this cycle, the students were able to improve their reading abilities. With this, it can be concluded that the second cycle was successful and better than the first cycle.*

**Keywords:** reading comprehension, draw read attend write (DRAW)

*Tujuan penelitian ini digunakan untuk memperbaiki proses pembelajaran yang ada di kelas tentang bagaimana siswa dapat memahami suatu bacaan dengan menggunakan draw read attend write di MTs Nurul Huda Mangunsari pada tahun 2017/2018. Metode pada penelitian ini menggunakan penelitian tindakan kelas yang terdiri dari beberapa bagian, yaitu: rencana, implementasi, observasi, dan refleksi pada setiap siklusnya. Subjek pada penelitian ini yaitu siswa kelas delapan pada MTs Nurul Huda Mangunsari dengan jumlah 26 siswa. Instrumen pada penelitian menggunakan tes membaca dan checklist observasi. Menurut hasil data yang ada, penelitian ini terselesaikan pada siklus ke dua, di mana pada siklus ini, siswa dapat memperbaiki kemampuannya dalam membaca. Dengan ini dapat disimpulkan bahwa siklus kedua berhasil dan lebih baik daripada siklus pertama.*

**Kata Kunci:** pemahaman membaca, draw read attend write (DRAW)

## Introduction

Reading is one of the important English language skills that must be mastered by the students in ELT classes. However, reading is very important cause to get the information and the meaning, students should be understood the text that they have read. As stated by Elizabeth (2003:6) learning to read

is an important educational goal. It provides the readers to get new knowledge, enjoy literature, and do daily activities that are parts and closely related with modern era. Thus, the students can find new information which updates their knowledge related to their life when they read a text. They need to read some types of text with different purposes. In line

with this idea, Grellet (1996:4) claims that there are two main reasons for reading, reading for pleasure and reading for information. For instance, by reading literature, such as novels, poems, and short stories, the students can accept pleasure. On the other side, by reading newspapers, instruction manuals, and map, the students can get information. It can be conclude that reading comprehension is a process by students to understand and improving background knowledge about information in the text.

There are many kinds of text type that has to be mastered by students especially on junior high school. Kinds of the text are recount text, narrative text, descriptive text, etc. This research used narrative text to improve students reading comprehension.

Based on the preliminary study and observation, it was found that the eight grade students of MTs Nurul Huda Mangunsari has low reading score. Mr. Rudi as the English teacher in there also said that the students' reading comprehension is poor. We have some reasons for that, they are: (1) The difficulties in reading comprehension, the students had difficulties in comprehending the meaning of word, sentences, and paragraph of the text. (2) Some of them did not pay attention while the teacher was explaining the lesson. (3) They also lazy in discussing in group, doing the task, asking and answering the question. Besides that, not all of them read

text book or LKS. That is why, their reading comprehension is still low.

Based on the preliminary study above, draw read attend write (DRAW) strategy is the best way to solve the problems. According to Agnew (2000:12) DRAW stands for Draw, Read, Attend and Write. This strategy motivates students to get information, fosters students' learning from another and encourages full class participation.

Lenski and Lewis (2008:181) states that D represents draw as in pull a question out of hat, R is for read to find answer, A stands for attend as in listen to what classmates say as they discuss answers to drawn questions, and W represents write. Students write answers to a selected few questions based on their notes from class discussion.

The researcher concludes that draw read attend write gives stimulus for the students to become more active in teaching learning process. The students are also motivated to share the information and they can express by their own words to each other's. So, it is clear that draw read attend write is suitable for narrative text.

### **Research Method**

This research is conducted with classroom action research (CAR) to improve students reading comprehension. According to Arikunto (2010:130), Classroom Action Research itself is a research conducted by teacher to an activity that is intentionally planned, applied in a class and accurately

observed the result. It means that classroom action research is conducted by teacher which has the activity been planned before and applied in class to get the result. On the other hand, Arikunto (2006:514) said that Classroom Action Research (CAR) is a process to improve education by incorporating change and involves educators working together to improve their own practice. It means that classroom action research is the process to improve education's students with involves educators working by themselves.

Based on the explanations above, it can be concluded that classroom action research is one of the strategies which can improve and increase the practice of learning teaching learning process. It can be achieved by doing reflection in order to diagnose condition and try it systematically as an alternative way to solve the problems which can give contribution to other teachers and students.

In improving the students' reading comprehension, the researcher used action research which consists of four steps, they are as follow: (1) the planning of the action, (2) the implementation of the action, (3) observation of the action, and (4) reflection of the action. The subject of this Classroom Action Research is the eight grade students at MTs Nurul Huda Mangunsari.

The criteria of success are used to find out whether the goal of the action is achieved. This research is supposed to be successful if the average score is  $\geq 70$ . However, if the

requirement above could not be achieved in Cycle I, the action will be continued to Cycle 2. The instrument of the research in this study used reading test and observation checklist. Reading test is used to collect the data. According to Arikunto (2010:150) test is a set of question, exercise or other instruments which are used to measure skill, knowledge by the individual person or group. Reading test is used as media for the students to get the information about student's reading comprehension after draw read attend write (DRAW) strategy given on student's reading.

In addition, Hughes (1996:9) also states there are four types of the test, namely: proficiency test, diagnostic test, achievement test, and placement test. In this action research, achievement test is used since the purpose of achievement test to know how successful the individual students have achieved goal of the teaching learning process of reading. Observation is used to record the activities in learning process in the class. The researcher use observation checklist to write down the activities during teaching learning process. Arikunto (2010:272) claims that the most effective way to observation is by using a blank or observation checklist as the instrument. It is conducted to know the students activities and responses during the implementation of the action.

## Result and Discussion

From the result of reading test showed which is from 26 students who got score >70 in cycle 1 was 65.38%. Students got a problem on reading such as: (1) the students still got difficulties use draw read attend write strategy. (2) the implementation of DRAW not maximum yet. (3) the students need more time to comprehending the meaning of word, paragraph, and sentence. It can be concluded that cycle 1 was not successful. The data showed which is the students still confused to understand the text and the new strategy in reading comprehension. From the reasons above, the action in the first cycle needs to be improved by giving more practice and clearly explaining. Besides that, the researcher planned some different activities between cycle 1 and cycle 2. In cycle 2 the researcher gave explanation more about narrative text and DRAW and asked the students to use a dictionary. The researcher also makes a mix group between students who got a good score with the students who got a low score, with the aim that the students are able to understand narrative text than before.

Lenski and Lewis (2008:181) state that Draw Read Attend Write is a strategy to help the readers to comprehend the text that is being read. This strategy encourages higher order thinking, motivates students in gaining information, and promotes discussion. In addition, Lewis (2009:17) Draw Read Attend

Write is one more classroom activity that promotes cognitive development. With Draw Read Attend Write, students work in groups to discuss a piece of literature and respond to questions that involve critical thinking. It encourages higher order thinking. It means that the students can get more understanding to comprehend the text that they read. According to Ginnis (2008), DRAW strategy has some strength:

- a. This activity encourages group work, increasingly groups work fast, and it will progress faster. Groups can learn that job sharing is more productive than duplicating tasks.
- b. Provides experience on skills reading, driven by the speed of activity. Learn independent, reading questions carefully, answering questions appropriately distinguish material that is important and not.
- c. Help students familiarize themselves to learn at the source, not only to the teacher.
- d. Suitable for students with characteristics that cannot sit quietly.of interaction with a peer, making the students has an opportunity for mutual support and simulation.

The researcher concludes that draw read attend write strategy draw read attend write (DRAW) could improve students reading comprehension and students active participation.

In cycle 2, the students' reading comprehension was improved. The result of reading test in cycle 2 that  $>70$  was 80.76%, 21 of 26 students got  $>70$  and 5 of 26 students got  $<70$ . It means that draw read attend write (DRAW) strategy is successful to improve the students reading comprehension.

By considering the result above, it could be said that draw read attend write (DRAW) strategy can improve students reading comprehension in narrative text. The result of the action research in cycle 2 had verified by action hypothesis that the use of draw read attend write (DRAW) strategy can improve the eight grade B students reading comprehension at MTs Nurul Huda Mangunsari in the 2017/2018 Academic Year.

### **Conclusion**

Based on the result of improving students' reading comprehension by using draw read attend write (DRAW) which done in cycle 1 and cycle 2, the use of draw read

attend write strategy could improve the eighth grade students' reading comprehension of MTs Nurul Huda Mangunsari by giving the students narrative text and asking the students to answer and discuss with their group by using DRAW strategy. On the other hand, the students become more active in asking and confident in answering the questions, so that the classroom atmosphere becomes more interactive.

Based on the conclusion, there are some suggestions to encourage the students to be active in learning English:

(1) For English teacher is expected to apply draw read attend write for teaching reading comprehension because it can improve both the students' reading comprehension and the students' participation in the teaching learning process.

(2) For students are suggested to be actively involved in the teaching and learning process of reading by using draw read attend write since the use of draw read attend write could improve their reading ability.

(3) For future researcher, this research can be valuable information for the future

researchers in conducting further research by applying draw read attend write in other research, for example: “The effect of draw read attend write draw read attend write in reading comprehension”

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