ABSTRACT

Ajeng, Hilda. 2022. *The Improving Students' Reading Comprehension by Using Draw Read Attend Write Strategy at MTs Nurul Huda Mangunsari Lumajang in the 2017/2018 Academic Year.* Thesis. English Language Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember.
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Key Words: *Reading Comprehension* and *DRAW*

Reading is by far the most important of the four skills in a second language, particularly in English as second or foreign language. Based on the class situation and the students attention, there are some students who still unable to read comprehensively. To face this common problem there must be some ways and solutions to improve the students' reading comprehension through the available teaching strategy, in this case the researcher used Draw Read Attend Write (DRAW) to improve reading comprehension."

In this research the problem is "How can DRAW improve the eighth grade students' reading comprehension at MTs Nurul Huda Mangunsari?" The purpose of this research is to improve reading comprehension by using DRAW at MTs Nurul Huda Mangunsari 2017/2018 academic year.

The design of the research is Classroom Action Research which uses test and observation checklist as the instrument of the research. The population of the VIII B students is 26.

The result of reading test data in cycle 1 was showed that from 17 students, who have scored > 70 was 65.38%. It means the result did not achieve the target score. The researcher needed to revise lesson plan in cycle 2. All activities done with the partner both defining difficult word and discussion. In cycle 2 there were 21 students of the students who scored > 70 was 80, 76%. It means the target score in reading test achieved the target score. The action was stopped because requirement 70% students reading test could achieve the target scored.

It can be concluded that by using Draw Read Attend Write strategy in class, student's reading comprehension can be improved. This strategy is a good technique to help students in comprehending English reading text.