

CHAPTER I

INTRODUCTION

1.1 Background of the Research

As a means of communication, language plays an important role in our life. People use language as a medium for transferring information from the speaker to the listener. Without having language, people cannot express their ideas, thought, and feelings. There are so many languages that are used by people around the world, one of them is English.

In Indonesia, English is learnt as a foreign language by the students. It is taught as a compulsory subject at junior high schools, senior high schools, and University levels. Based on the 2006 School Based Curriculum (KTSP), there are four language skills which are listening, speaking, reading, and writing that must be mastered by the students in ELT classes.

Reading is one of the important English language skills that must be mastered by the students in ELT classes. 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.

There are some techniques that can be applied by the English teachers in teaching reading comprehension. One of them is Draw Read Attend Write strategy. Agnew (2000:12) stated that DRAW stands for Draw, Read, Attend, and Write. This strategy motivates students to get information, fosters students to learning from another and encourages full class participation. The interaction among students during reading activities will set the class more active and alive.

In the previous research, Septi (2013) conducted a classroom action research to improve Grade VIII students' reading comprehension through Draw Read Attend Write strategy at SMPN 25 Padang. She found out that Draw Read Attend Write is able to improve the students' reading comprehension. Draw Read Attend Write can create an enjoyable class. Wahyu (2014) conducted a classroom action research to improve Grade VIII students' reading comprehension through Draw Read Attend Write strategy at SMP Kartika 3 Semarang. He found out that Draw Read Attend Write is able to improve the students' reading comprehension and class situation. Draw Read Attend Write can create an active class environment. But, from the previous research, I found a weakness. The students are busy with their own activities during the class. They are not really interested in the lesson given. Therefore, in this research I will use narrative text. This type of the text makes the students interested because the story is unique and fun, so hopefully they can work together well in groups to solve the question given and focused to what I will explain.

There are three classes on the eighth grade in MTs Nurul Huda. Especially at the eighth grade of VIII B class has a problem in reading comprehension. Mr. Rudi, the English teacher in MTs Nurul Huda said that the students' reading comprehension is poor. There are some reasons, 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 result of informal interview with the English teacher of MTs Nurul Huda, it is known that Draw Read Attend Write strategy has never been applied in the school. To teach reading at the eighth grade students, the English teacher usually uses text books or question and answer technique. Considering the explanation above, this research needs to conduct a classroom action research to overcome the problems. This research is entitled "Improving Students' Reading Comprehension by Using Draw Read Attend Write Strategy at MTs Nurul Huda Mangunsari Lumajang in the 2017/2018 Academic Year."

1.2 Problem of the Research

Based on the background of the research that has been described in the previous part, the problem of the research is formulated as follows:

How can the use of Draw Read Attend Write improve reading comprehension of the eighth grade students' at MTs Nurul Huda Mangunsari Lumajang.

1.3 Objectives of the Research

Based on the background of the research that has been described in the previous part, the objective of the research is to know how the use of Drawn Read Attend Write strategy can improve reading comprehension of the eighth grade students' at MTs Nurul Huda Mangunsari Lumajang.

1.4 Operational Definition of the Terms

1.4.1 DRAW Strategy

Draw Read Attend Write strategy is a model of cooperative learning. In this strategy, the students will work together to learn the material given. They will divide into group. First, students draw the strip, after that the students read the text to find the answer, then the students attend to others who deliver the answers, and the last the students write the answer.

1.4.2 Reading Comprehension Achievement

Reading is the most important of the four skills in a second language, especially in English. Reading comprehension achievement is a process of constructing and gaining meaning of the text which demands reader's knowledge and skills. By reading, the students get not only information and pleasure, but also knowledge. In this research, reading comprehension refers to the ability to comprehend word, sentence, paragraph, and text. It will be seen from reading test.

1.5 Significance of the Research

a. For the English Teacher

The results of this research are expected to be useful for the English teacher as an input to vary her strategy in teaching reading comprehension. By using Draw Read Attend Write strategy, the English teacher can motivate the students in learning reading comprehension, so that the students can comprehend a reading text easily.

b. For the Students

The result of the research is expected to be useful for the students to have a new learning experience in their reading comprehension class, especially in learning a narrative text by using Draw Read Attend Write strategy.

c. For the Future Researches

The results of this research can be used as a reference or the source of information for future researchers who want to conduct a further research using different research design with the same strategy, especially related with reading comprehension achievement issues.

1.6 Scope of the Research

The scope of the research is focused on the use of Draw Read Attend Write Strategy to Improve Reading Comprehension on the eighth grade students' at MTs Nurul Huda Mangunsari Lumajang in the 2017/2018 academic year.