

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH DRAW STRATEGY

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ABSTRACT

The objective of this research is to investigate whether or not the use of DRAW Strategy is effective to develop reading comprehension of second grade students at SMP Negeri Satap Parigi Tengah. The method of this research was pre-experimental research design with one group pre-test post-test only. Since the sample of the research only one class, the researcher applied total sampling technique. The total number of students were 12. The instrument of data collection was test which administered twice called pre-test and post-test. The data were analyzed descriptively and statistically. The result of data analysis showed that there is significant difference between the students' achievement on pre-test and post-test. The students' mean score on the pre-test increase from 42.2 to 81,62 on the post-test. By applying 0.05 significant level with 11 degree of freedom, it was found that the value of t-counted (46.53) is greater than the value of t-table (1.796). It indicates that the research hypothesis is accepted. Thus, the application of DRAW Strategy is effective to improve reading of the eighth grade students at SMP Negeri Satap Parigi Tengah.

Keywords: reading comprehension; DRAW strategy

INTRODUCTION

Language is one of the most important things in communication and it is used as a tool of communication among nations all over the world. In Indonesia, English as a foreign language. Therefore, it is very important to teach English at schools because by learning a foreign language the students can have access to another culture. It gives them the ability to communicate and to exchange views with people all over the world. Moreover, having knowledge of foreign languages increases job opportunities in many carries because it is an asset to have a good job.

Everybody knows that language cannot be a part of human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in students' social and emotional development. It can support them in learning all subject matters.

Learning language is an integrated process that the learner should study the four basic skills such as listening, speaking, reading, and writing. The learner also should study four language component such as grammar, pronunciation, and vocabulary. Writing and speaking is a productive skill that we use to communicate our feeling, need and desire through speaking and writing. While listening and reading are respective skills that are used to understand our word through listening and reading.

Reading is a process of understanding the meaning of a written text. Having reading skill readers are able to analyze the passages, main idea, content of the text and make connection to their knowledge. Hence reading cannot be separated from comprehension. Comprehension is a process of understanding and interpreting the reading passage

Reading comprehension is an activity of understanding the ideas of writing text which is related to interpretation of the language. In means that, the students who read the text should pay attention to some important aspects in reading comprehension to get the ideas of the text such as comprehending vocabulary, meaning of the text, and correlation among sentence in the passage or reading text.

Reading is not only to get information but to understand and comprehend some points from the text. In this case, reading and understanding are related to each other. Reading itself contains the activity to understand the text and information in the text.

Grabe and Stoller (2002:14) mentioned that "General reading comprehension is the most basic purpose of reading, underlying and supporting most other purposes for reading." Brown (2004:188-189) states that there are some principal strategies for reading comprehension. They are:

- 1) Identify your purpose in reading a text.
- 2) Apply spelling rules and conventions from bottom-up decoding
- 3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determined meaning
- 4) Guess the meaning (of words, idioms, etc.) when you aren't certain.

- 5) Skim the text for the gist and for the main idea
- 6) Scan the text for specific information (names, dates, key words)
- 7) Use silent reading techniques for rapid processing.
- 8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- 9) Distinguish between literal and implied meanings.
- 10) Capitalize on discourse markers to process relationships.

Nuttal (1988:33) " There is no doubt that reading speed and comprehension are closely linked." A very slow reader likes to read with poor understanding, if only because his memory is taxed: the beginning of a paragraph-or even a sentence- may have been forgotten by the time he has struggled to the end of it. But it is not clear which is caused and effect: do people read quickly because they understand easily, or do they understand easily because of the speed which they read.

Therefore, Ngaraj (1996:126-131) mentions three techniques for improving reading comprehension skills. They are:

1). Scanning

In scanning, the reader glance rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (e.g. whether a book on gardening deals with the cultivation of a particular vegetable).

2). Skimming

By skimming, on the other hand, readers glance rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to their own work (not just determine its field, which they can find out by scanning), or in order to keep themselves superficially informed about matters that are not of great importance to readers.

3). Intensive/in-depth reading

Intensive reading involves approaching the text under the close guidance of the teacher (the right kind of guidance, of course, as defined earlier), or under the guidance of a task that forces the students to pay great attention to the text.

Comprehension is obviously classified into some levels. There are four levels of comprehension:

1. Literal Reading

Literal reading involves the ideas and facts that are directly stated in the printed pages. Through literal comprehension, a reader just recalls from memory what the book/text says. In other words, through literal comprehension, a reader only uses information that is explicitly in the text (Harras and Sulistyaningsih, 1997). It means that the reader only comprehends the information literally or reads the lines and does not try comprehending the implicit meaning including a reading by lines and beyond the lines.

2. Interpretative Reading

Interpretative reading involves reading between the line and making inferences. In interpretative reading the reader must have a higher level of thinking ability because the questions in this category are concerned with the answer that is not only directly stated in the text, but are suggested or implied (Burn, 1984). In other words, the reader is able to understand the information that is implied directly stated.

3. Critical reading

Through critical reading a reader must be able to make judgments, and must also be able to collect, interpret, apply and analyze the information. The reader must also be able to distinguish between fantasy and reality, and must be able to indicate his/her agreement or disagreement which the statement. She/he must be able to differentiate between an opinion and fact (Burn, 1984).

4. Creative Reading

Through creative reading, a reader attempts to extend a passage beyond the limits set by the author. The reader develops new ideas and feelings that can be found directly in the reading. The reader is expected to understand that what is read cannot simply remain in that page, but must have an impact that affects attitudes and perceptions. (Harras and Sulistyaningsih, 1997:2). It can be said that creative reading helps the students to know what divergent thinking requires the students may go beyond the truth and that they look for alternate ways to solve problems.

Teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing the knowledge, and causing them to know or understand. Brown (in Milaningrum, 2011:16) says that "teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. In short, teaching is a process of helping and guiding students to learn and develop their knowledge."

Based on the researcher's preliminary investigation at SMP Negeri Satap Parigi Tengah, the researcher found out that there problem faced by the students in studying English. Their problem is difficult to know about the meaning of the word because they have limited vocabulary.

Actually, they can read word well but they do not comprehend the text they read. Many students get difficulty on reading text because their vocabulary is still limited. It problems makes them get confused in understanding the reading passage. In addition, students also get difficulty to analyze the main idea in a passage. The problems get worse when teacher apply complex instruction which make the students get bored in learning English. Therefore a specific method or strategy is required as effective tool that can help students improve their reading comprehension.

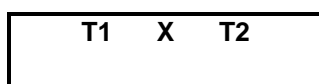
There is an effective strategy that can be used by the teachers to improve the students' ability in reading comprehension and help students to get greater motivation in learning reading comprehension. The strategy is DRAW strategy. Agnew (2000:12) stated that DRAW stands for Draw, Read, Attend, and Write. This strategy motivates students to get information, fosters students" learning from another and encourages full class participation. The interaction among students during reading activities will set the class more active and alive.

Based on this problem, the researcher thought that there had to be an appropriate strategy and media will helpful and interesting to develop students reading comprehension. In this case, the researcher tried to apply DRAW Strategy in her research. The researcher tried to offer a solution from some problems by using DRAW Strategy to improve students' reading comprehension in SMP Negeri Satap Parigi Tengah.

Regarding the explanation above, the researcher conducted a research entitled "Improving Reading Comprehension of Narrative Text through Draw Strategy of the Eighth Grade Students at SMP Negeri Satap Parigi Tengah".

METHOD

The design of this research was experimental design. According to Sugiyono (2006:80), experimental research is research that has the purpose to find the cause-effect relationship among variables in a controlled condition. The design of this research was a pre-experimental research design. It was a pre-test and post-test one-group design. The pre-test was given before the treatment to know the students' basic knowledge while the post-test was given after treatment to know the development of their ability. The design of this research is proposed by Hatch and Farhady (1982) as in the following :



The population of this research is the students of SMP Negeri Satap Parigi Tengah. There are only three classes in that school (VII, VIII, and IX) which consist of 44 students. The focus of the research was the second grade which consist of one class of 12 students. Since the population of the students is only one class, the sampling technique used was the total sampling technique.

Based on the title of this research, there are two variables namely dependent and independent variable. The dependent variable was students' reading comprehension while the independent variable was the application of the Draw strategy. It means that DRAW Strategy will influence students reading comprehension. If DRAW Strategy was effective, the student's reading comprehension will be increased.

This research used tests as an instrument for collecting data. The test was used to measure students reading comprehension. There were two kinds of tests in this research namely pre-test and post-test. They were given at the beginning and the end of the research, in order to measure the students' reading comprehension before and after the treatment.

In this research, the technique of data collection was paper-and-pencil or written method. The students were given chances to do the test with available cases by the researcher. To collect the data of this research, the researcher used a pre-test and post-test as her method of data collection.

To determine the students' ability. First, the researcher computed the individual score by applying the formula proposed by Arikunto (2006:276) as follows:

$$\sum = \frac{X}{N} \times 100$$

Second is the mean score. The researcher computed the mean score by using the following formula proposed by Arikunto (2006:307) as follows:

$$M = \frac{\sum X}{N}$$

Third is the mean deviation formula. The researcher used the following formula that was proposed by Arikunto (2006: 307)

$$Md = \frac{\sum d}{n}$$

Fourth is the square deviation. The researcher counted the square deviation by using the following formula by Arikunto (2006:308):

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Last, to know whether the students' pre-test and post-test have a significant differences, the researcher use the following formula proposed by Arikunto (2006:306):

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

To prove whether or not the used of Draw Strategy is effective to improving student's reading comprehension, the researcher test the hypothesis whether it is accepted or rejected. If the students score in post-test is higher than pre-test, it means that the hypothesis is accepted or there is significant influence. In order words, Draw Strategy is effective to improve students reading comprehension. In contrast, if the score in post-test is lower than pre-test, the hypothesis is rejected or there is no significant influence to the students.

FINDINGS AND DISCUSSION

FINDINGS

The data presentation include the students' mean score, deviation and square deviation of pre-test and post-test, as well as the significant differences between t-counted and t-table. The data were collected on September 19th 2022 until October 15th 2022. The pre-test was conducted on September 19th, 2022. The pre-test was given in the form of test. There were two kinds of test that consisted of 15 numbers. Those are 10 multiple choice and 5 essays.

The highest score obtained by the students on the pretest is 53.3, while the lowest score is 26.6. By looking at the result of the table, there is no students get high score as expected in the KKM. The standard score in the KKM is 75. It means that all of the students are failed in pre-test because all of the students get lower score than 75. After getting the total score of the students, the researchers computed the students' mean score was 42.2

The post-test was the last session of the research, it was conducted on October 15th, 2022. The kind of test used for post-test was the same as the pretest which was 10 multiple choice and 5 essay.

The highest score of students in post-test is 93.3 while the lowest score is 73.3. The total score of the students are 979.5. There are 2 students who do not passed the test. They get score < 75. While the rest of the students successfully passed the test in the range of score 77 up to 93.3. From the table of the students' score above, the researchers computed the mean score of post-test was 81.62.

The result of computation of post-test is obviously showed that there is a progress between the students' mean score in pre-test and post-test. Whereas, the students' mean score in pre-test is 42.2 and the students' mean score in the post-test is 81.62, it proved that the students mean score was improved in the post-test.

The computation of the students' mean score of deviation was 72.59 After getting the mean deviation, the researchers computed the sum of square deviation was 44165.79.

Then the researchers calculated the t-counted to find out whether there is significant effect of the application of Draw Strategy in developing student's reading comprehension was certainly 46.53.

DISCUSSION

The criterion of testing hypothesis is if t-counted is higher than t-table, it means that hypothesis is accepted, but if t-counted is lower than t-table the hypothesis is rejected.

After analyzing the data of the test, the result of data analysis showed that t-counted was 46.53. The result of data analysis showed that there was a significant between the pre-test and post-test mean score. By applying 0.05 level of significant with 11 degree of freedom (df) or $12-1=11$, the researcher found that t-counted (46.53) was higher than t-table (1.796).

In short, the researchers hypothesis was accepted. In other word, the use of DRAW Strategy was effective to improve reading comprehension of the eighth grade students of SMP Negeri Satap Parigi Tengah.

The researcher would like to discuss about the findings through this research. In conducting this research, the test was given twice; pre-test and post-test. The pre-test was given in the first meeting to the students by giving two kinds of test; multiple choice and essay. 10 for multiple choice, 5 for essay and maximum score of the whole numbers were 15. The result of the pre-test showed that the students got the score lower than 75, which is the standard of the KKM in the school. After calculating the individual score, the researcher found that the students' mean score of pretest was 42.2.

After conducting the pre-test, the researcher provided treatment about six times to the students. The researcher taught about reading and provided narrative text that contains several questions. During the treatment, the researcher used DRAW Strategy as the strategy to develop student's achievement. Before the researcher gave the treatment, the researcher explained how to apply DRAW Strategy in teaching and learning process.

After conducting the treatment, the researcher administered the post-test to the students to measure the students' improvement after getting treatment. The researcher found that the students' mean score in the post-test (81.62) is higher than the students' mean score in the pre-test (42.2). It is proved that the student's achievement is developed.

In conducting this research, the researcher found that the students were more interested in DRAW Strategy. They were given chance to choose any words that they interested to and shared with the member of the class by giving the definitions, reasons, and the uses of the words. It was so enjoyable to apply this strategy in the classroom, at the same time this strategy could change the atmosphere of the class.

Besides, there were some problems that faced by the researcher when teaching reading using DRAW Strategy. They are; Draw Strategy was unfamiliar for them, so it was time consuming to introduce the term. In the first treatment the students need more explanation about the strategy and the teacher gave many examples to the students. Afterwards, the researcher found that there was different condition before and after the treatment was given. She found that the students' understanding about the text was better than treatment. It was proved by the results on the post-test. The passed percentage in the post-test (81.62) and the percentage of students in the pre-test (42.2). By seeing at the result

percentage from the pre-test to post-test, it could be said that DRAW Strategy could improve student's reading comprehension.

CONCLUSIONS

Having discussed and analyzed the data, the researchers draws conclusions that the using of Draw Strategy is effective to develop the vocabulary mastery of second grade students at SMP Negeri Satap 1 Parigi Tengah. It can be seen from the result of the data analysis that students' mean score in the post-test (93.3) is greater than the students' mean score in the pre-test (81.62) It also proved since t-counted value (2274) which is higher than t-table (1.803). It shows that applying Draw Strategy as a Strategy in teaching learning process can effectively improving students reading comprehension.

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