

**IMPROVING STUDENTS' READING COMPREHENSION OF NARATIVE TEXT
THROUGH DRAW, READ, ATTEND, WRITE (DRAW) STRATEGY AT THE
NINTH GRADE OF MA DA'WATUL KHAER KUMBAK IN ACADEMIC YEAR
2022/2023**



By

SUKRIADI
NIM.180107129

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2023**

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THROUGH DRAW, READ, ATTEND, WRITE (DRAW) STRATEGY AT THE
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2022/2023**

Thesis

**Submitted to State Islamic University of Mataram
to complete the requirements for achieving the degree
Bachelor of Education**



By

**SUKRIADI
NIM.180107129**

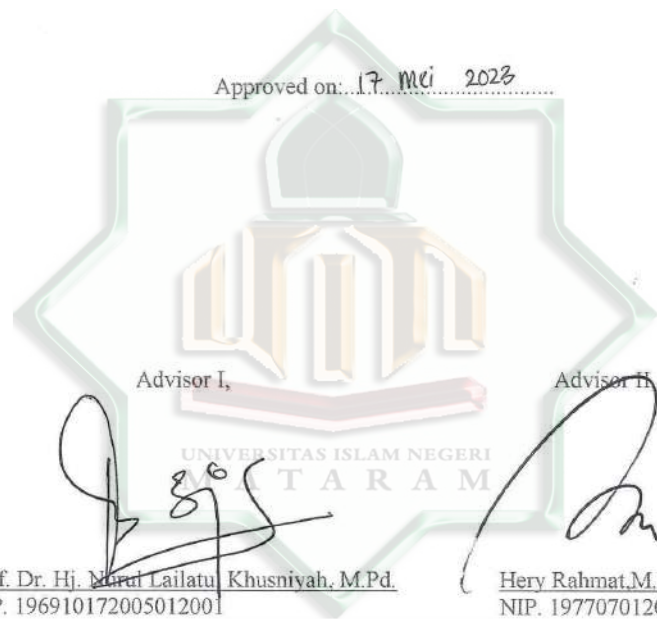
**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM**

2023

AVROVAL SHEET

Thesis by : SUKRIADI, NIM: 180107129 entitled "Improving Students' Reading Comprehension Of Narative Text Through Draw Strategy At The Ninth Grade Of Ma Da'watul Khaer Kumbak" has fulfilled the requirement and has been approved to be examined.

Approved on: 17 Mei 2023



Advisor I,

Advisor II

Prof. Dr. Hj. Marul Lailatu Khusniyah, M.Pd.
NIP. 196910172005012001

Hery Rahmat, M.Hum.
NIP. 197707012006041002

Perpustakaan UIN Mataram

ADVISORS' OFFICIAL NOTE

Mataram, 17 Mei 2023

Subject: Thesis Examination

The Honorable

The Dean Of Faculty Of Education And Teacher Training

In Mataram

Improving Students' Reading Comprehension Of Narative Text Through Draw Strategy At The Ninth Grade Of Ma Da'watul Khaer Kumbak

Assalamu'alaikum, Wr. Wb.

Respectfully, after doing guidance, direction, and correction, we are of the opinion that a thesis of:

Name : sukriadi

Reg. Number : 180107129

Study program : English language Education

Title : Improving Students' Reading Comprehension Of Narative Text Through Draw Strategy At The Ninth Grade Of Ma Da'watul Khaer Kumbak

Has fulfilled the requirements to submitted in the thesis examination session of the Faculty of Edocation and Teacher Training, State Islamic Univercity of Mataram. Ttherefor, We Hope That This Thesis Can Be Examined Immediately.

Wassalamu'alaikum, Wr. Wb.

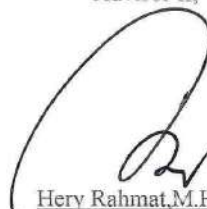
Perpustakaan UIN Mataram

Advisor I,



Prof. Dr. Hj. Nurul Lailatul Khusniyah, M.Pd.
NIP. 196910172005012001

Advisor II,



Hery Rahmat, M.Hum.
NIP. 197707012006041002

THESIS RECTIFICATION

Thesis by: sukriadi, student's number: 180107129 entitled "Improving Students' Reading Comprehension Of Narrative Text Through Draw, Read, Attend, Write (DRAW) Strategy At Ninth Grade of MA Da'watul Khaer Kumbak In Academic year 2022/2023" has been defended in front of the examiners board of study program of English Language Education, Faculty of Education and Teacher Training, State Islamic University of Mataram on

The Board of examiner

Prof. Dr. Hj. Nurul Lailatul Khusniyah, M.Pd

(Exam Chairman/Advisor I)

Hery Rahmat, M.Hum

(Exam Secretary/Advisor II)

Dr. Ika Rama Suhendra, M. Pd

(Examiner I)

Kasyfur Rahman, M. Pd

(Examiner II)

Acknowledged by,

Dean of Faculty of Education and Teacher Training Faculty



Dr. Umarim, M.HI

NIP.197612312005011006

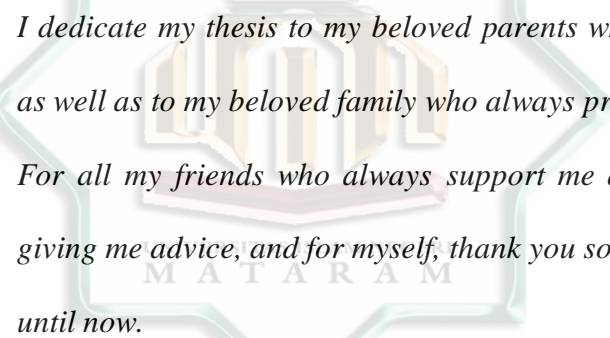
MOTTO

Learn from the past, live for the today, and plan for tomorrow.



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DEDICATION



I dedicate my thesis to my beloved parents who always support me, as well as to my beloved family who always pray for and support me. For all my friends who always support me and never get tired of giving me advice, and for myself, thank you so much for being strong until now.

Perpustakaan UIN Mataram

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This thesis is arranged or made to fulfill one requirement to get the bachelor degree of education in English Language Education of State Islamic University of (UIN) Mataram. The researcher realizes that he cannot complete this thesis without the guidance, advice, suggestions, support and encouragement for many people while writing this thesis. In this chance, the research would like to thank:

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7. Siti Maryam, S.Pd. as English teacher of MA Da'watul Khaer Kumbak and all teachers who have given permission and support to the research to do this research.
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Perpustakaan UIN Mataram Kumbak,2023

researcher,

Sukriadi

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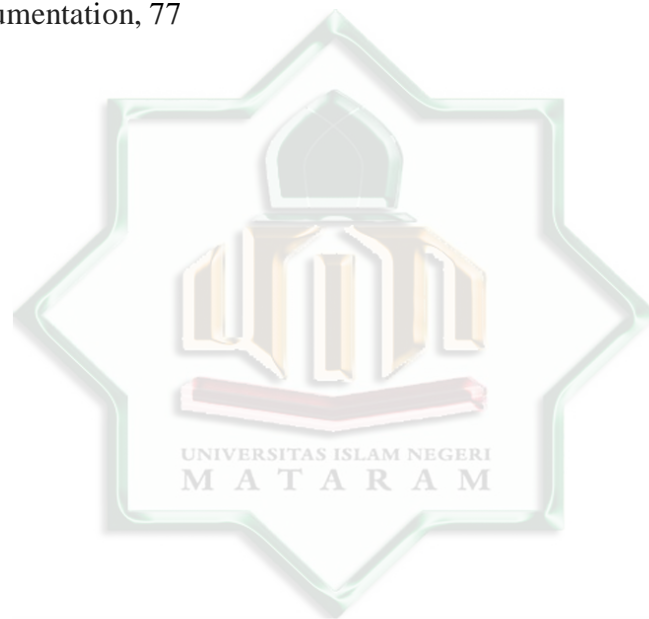
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By

Sukriadi

NIM:180107129

ABSTRACT

This study aims to find out whether the DRAW strategy can improve students' reading comprehension of narrative text. This study used classroom action research as research design with observation checklists and test as instruments. There were 12 students of the ninth grade of MA Da'watul Khaer Kumbak as the research subjects. This research consists of two cycles with three meetings in each cycle. The result showed that DRAW can improve students' reading comprehension of narrative text. This can be seen from the significant improvement in each cycle. The students' scores before implementing DRAW strategy (pre-test) was 35 categorized as poor, and after implementing the strategy, the students' score (post-test1) was 67 categorized as fair, and at (post-test II) 81 categorized as excellent. The observation checklist in cycle I showed that students' observation was 53 categorized as poor and in cycle II was 81 categorized as excellent. The DRAW strategy also could improve students participation during the teaching and learning process in the classroom. Meanwhile teacher's checklist score in cycle I was 66 categorized as fair and in cycle II was 84 categorized as excellent. This means that students' reading comprehension and the teacher's activity during reading comprehension class was improved by DRAW strategy and the teaching and learning process in the ninth grade of senior high school.

Key : DRAW strategy, narrative text, reading comprehension

تحسين فهم الطلاب للقراءة للنص السردى من خلال إستراتيجية

الرسم فى الصف التاسع للمدرسة العالفة دعوات خير كومباك

فى العام الأكادىمى 2023/2022

بواسطة

Sukriadi

180107129

خلاصة

الذى يمكن أن تحسن فهم الطلاب للقراءة للنص السردى. فى هذه DRAW تهدف هذه الدراسة إلى اكتشاف إستراتيجية الدراسة ، استخدم الباحث البحث الإجرائى فى الفصل كتصميم بحث مع قائمة مراجعة للحماية واختبار لجمع البيانات. تحزب الطلاب 12 طالبا من الصف التاسع بالمدرسة علىاء دوات الخير كومباك. إن تقنية جمع البيانات هى عبارة عن انحراف ، ويتكون اختبار هذا البحث من دورتين ، بما فى ذلك ثلاثة إجتماعات فى كل دورة. وأظهرت النتيجة أن يمكن أن يحسن فهم الطلاب للقراءة للنص السردى. يمكن أن يكون هذا خطيئة من التحسن الملحوظ فى كل DRAW دورة فى هذه الدراسة ، كانت هناك دورتان ، وهما الدورة الثانية والدورة الثانية. كانت نتيجة درجات الطلاب قبل تنفيذ (الاختبار التمهيدى) 35 درجة من الفئة ضعيفة ، وبعد التنفيذ ، كانت درجة الطلاب (الاختبار DRAW إستراتيجية من الفئة الممتازة ، من قائمة التحقق من الحادثة فى 81 (II الاختبار اللاحق) اللاحق 1) 67 درجة فئة عادلة ، وفى الدورة الأولى ، أظهرت النتيجة أن قائمة مراجعة الطلاب فى الدورة الأولى كانت 53 درجة فى الفئة ضعيفة وفى أيضا تحسن مشاركة DRAW يمكن لاستراتيجية. الدورة الثانية كانت 81 وهى الفئة التى حصلت على درجة ممتازة الطلاب وزيادة نشاطها أثناء عملية التدريس والتعلم فى الفصل الدراسى. ومن القائمة المرجعية لمعلم الملاحظة فى الدورة الأولى كانت 84 درجة أى فئة كانت ممتازة وفى الدورة الثانية كانت 93 أى فئة ممتازة. وهذا يعنى أنه تم وعملية التلميع DRAW تحسن فهم القراءة لدى الطلاب ونشاط المعلم أثناء فصل القراءة والفهم من خلال إستراتيجية. والتعلم فى الصف التاسع من المدرسة الثانوية العليا.

الفهم قراءة , إستراتيجية DRAW : مفتاح

**MENINGKATKAN PEMAHAMAN MEMBACA TEKS NARATIF SISWA
MELALUI STRATEGI (DRAW) DI KELAS IX MA DA'WATUL KHAER
KUMBAK TAHUN PELAJARAN 2022/2023**

Oleh

Sukriadi

180107129

ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi DRAW dapat meningkatkan pemahaman membaca teks narasi siswa. Penelitian ini menggunakan penelitian tindakan kelas (PTK) sebagai penelitian dengan rancangan observasi checklist dan tes sebagai instrumennya. Subyek penelitian adalah siswa kelas IX MA Da'watul Khaer Kumbak yang berjumlah 12 orang. Penelitian ini terdiri dari dua siklus dengan tiga kali pertemuan pada setiap siklusnya. Hasil penelitian menunjukkan bahwa DRAW dapat meningkatkan pemahaman membaca teks naratif siswa. Hal ini terlihat dari peningkatan yang signifikan pada setiap siklusnya. Nilai siswa sebelum menerapkan strategi DRAW (pre-test) adalah 35 dikategorikan kurang, dan setelah menerapkan strategi, nilai siswa (post-test1) adalah 67 dikategorikan cukup, dan pada (post-test II) 81 dikategorikan sangat baik. Checklist observasi pada siklus I menunjukkan hasil observasi siswa 53, dikategorikan kurang baik dan pada siklus II, 81 dikategorikan sangat baik. Strategi DRAW juga dapat meningkatkan partisipasi siswa dan lebih aktif selama proses belajar mengajar di kelas. Dan dari hasil observasi guru pada siklus I, 66 dikategorikan cukup dan pada siklus II, 84 dikategorikan sangat baik. Hal ini berarti pemahaman membaca siswa dan aktivitas guru selama kelas pemahaman membaca ditingkatkan dengan strategi DRAW dan proses belajar mengajar di kelas IX SMA.

Key : Strategi DRAW, Pemahaman Membaca

CHAPTER I

INTRODUCTION

F. Background

Dialect is exceptionally imperative in human life because it is utilized in all perspectives. As people, people utilize dialect to communicate with each other. Humans utilize dialect to specific their internal thoughts and sentiments, to get it complex and theoretical thoughts, to memorize to communicate with others, to fulfill their wants and should, make rules, and to support their culture .¹ Dialect is utilized in interaction with each other and with the environment to communicate messages and concepts from speaker to audience and author to peruser. Without language, no one can associated or learn in standard of, living nor can human movement work well without dialect.

English is an international language used by many people around the world in various professions. Most people around the world are learning. English is not a common foreign language in Indonesia. Indonesians learn English only in schools and courses. English is also a compulsory subject for high school students. There are four skills in English: listening, speaking, reading and writing. These skills are closely related. In this study, researchers will focus on reading comprehension. Reading, often known as reading comprehension, is one of four language skills that are crucial for children. Reading and academic accomplishment are closely related. Reading can be

¹ Jeremy Harmer, *The Practice of English Language Teaching*. (Cambridge: Longman, 2007), p. 295

summed up as the capacity to comprehend written material. L2 reading is best viewed as a set of skills and aptitudes that readers bring to the table as they start reading.²

Reading is very important for our language skills. According to Harmer, reading helps language acquisition. If students understand more or less what they read, the more they read, the more they understand.³ Therefore, when a person reads a book, he or she needs to understand what he or she has read. If you read it and don't understand anything, it's pointless. Perusing may be a complex handle including orientation between the peruser and the dialect and concepts of the content.⁴ This implies perusing is perfect way the most perfect way to urge all the course between peruser and creator. Of course, all writings contain thoughts, so incorporating ideas into the content may be a way of knowing what the content implies.

High school reading classes are not the same as other language skills. Concrete strategies are needed to guide students to understand the meaning of the text. In reading comprehension, students must be able to identify the main idea of a text, identify specific information, find detailed information, recognize implicit information from texts, and draw conclusions from texts. As a result, teachers must choose the most appropriate strategy for teaching reading to their students.

There are many strategies for teaching and learning to read. One of the strategies is the DRAW strategy. The DRAW strategy is one of the strategies available in the reading class. DRAW stands for Draw, Read, Attend, Write. Students are given short articles, stories, or content area chapters to read. The teacher literally prepares a series of numbered questions about reasoning and applied-level comprehension (not

²Muhsinin, Hery Rahmat, Nurul Lilatul Khusniah, The Use Of Cooperative Integrated Reading And Composition (CIRC) to Improve The Students' Reading Comprehension, *Cordova Journal : Languages And Culture Studies*, Vol. 12, no. 1, 2022, p. 2

³ Jeremy Harmer, *How to Teach English* (Cambridge: Longman Pearson, 2007),p.99

⁴ Ibid.102

necessarily in that order, but the order of the questions should be carefully planned to stimulate discussion). I have). For example, questions about the literal material needed to reach a conclusion should be asked before closing questions.⁵

In DRAW, students work in small groups to discuss the text and answer critical thinking questions. In short, the DRAW strategy promotes higher-order thinking, motivates students to gather information, fosters discussion, fosters listening, and fosters participation.

Based on observations at MA Da'watul Khaer Kumbak in January 2022. Researchers found that students had difficulty understanding in implementing the DRAW strategy. Most of the students did not know what DRAW strategy is, it is something new for them. In addition, students feel that reading is a boring subject. So that it affects the willingness to read and the child's learning achievement itself and makes students' scores low in learning English, especially about reading comprehension.⁶ To overcome this problem, this study uses DRAW strategy to improve students' reading comprehension.

At MA Da'watul Khaer Kumbak, most of the students low in reading comprehension of narrative text, especially grade X. The DRAW can offer assistance to progress understudies capacity in perusing comprehension, but there's a few issue the researcher is curious about solving those issues experienced by understudies incorporate troubles within the utilize of DRAW procedure to create the perusing abilities of the understudies still confront issues in perusing comprehension the which is required to be unraveled by applying the DRAW strategy.

⁵ Mary L. Agnew. A Motivational Reading Comprehension Strategy for Disaffected Readers, *Journal of Adolescent & Adult Literacy*, Vol. 43, No. 6, 2000, p. 575

⁶ Siti Maryam, Interview, Kumbak, 6 January 2022.

Based on this issue, the analyst chosen to create a inquire about in conducting English instructing in story content through DRAW procedure. The analyst accepts that DRAW technique in educating perusing comprehension can progress students' perusing comprehension in certain class of the content.

G. Subject of Action

The target of the action in this study were students of class X MA Da'watul Khaer Kumbak on English language learning, totaling 17 students consisting of male students only.

H. The Statement of Problem

How does the DRAW strategy improve the students' reading comprehension the ninth Grade of MA Da'watul Khaer Kumbak in academic year 2021/2022?

I. Objective of The Research

The objective of this research is to investigate whether the DRAW strategy, can improve the students' reading comprehension of narative text at the ninth Grade of MA Da'watul Khaer Kumbak in academic year 2021/2022.

J. Significance of Research

The result of this study is expected to give both theoretical and practical benefit as follows:

This research is expected to provide benefits, including:

1. Theoretical significance

This research gives solution in learning english, especially to improve the students reading ability through DRAWstrategy.

2. Practical significance

a. For teachers

It can improve performance, teacher creativity and make it easier for teachers to deliver material in English subjects especially in reading .

b. For schools

Namely providing useful input and contributions to schools, especially in the context of improving learning so, as to improve the quality of education in MA Da'watul Khaer Kumbak .

c. For Futher Researchers

For the further researchers the result of this study is expected to be used as reference in conducting the study especially for those that are related to the teaching reading at senior high school.



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CHAPTER II

REVIEW RELATED LITERATURE

C. Review of previous studies

Several researchers have conducted research on this topic. Therefore, the researcher selected three previous studies that are closer to this topic.

1. Aminah Nurhasanah conducted a research entitled “Improving the Eighth Grade Students’ Reading Comprehension of Recount Texts through DRAW Strategy at SMP Negeri 28 Palembang: A Classroom Action Research”. The objective of the research was to improve students’ reading comprehension on recount texts by means of DRAW.

This researcher was conducted by using Classroom Action Research (CAR). This research was conducted in two cycles, each cycle consisted of four steps, namely: (1) plan, (2) action, (3) observation, and (4) reflection. The population of this study is all of eighth grade students of SMP Negeri 28 Palembang.⁷

The result of the study, using draw, showed that there was an increasing average score from cycle 1 (64.22) to cycle 2 (75.63). It meant that was 11, 41% improving reading ability. Based on the results, it was concluded that DRAW strategy can improve students’ reading comprehension on recount texts through two cycles of the implementation of DRAW strategy.⁸

The similarity of the research that the researcher will do with the previous research is that they both examine the use of DRAW, and use the same research

⁷ Aminah Nurhasanah, “Improving the Eighth Grade Students’ Reading Comprehension of Recount Texts through DRAW Strategy at SMP Negeri 28 Palembang: A Classroom Action Research”, *Lingua, Jurnal Bahasa & Sastra*, Vol. 20, No. 2, 2020, p. 113

⁸ *Ibid*, p. 133

method, while the difference is in the independent variables, place, and year of research.

2. Dwi Wahyu Alfajar conducted a research entitled “Improving Students’ Reading Comprehension Of Narrative Text Through Draw Strategy” (A Classroom Action Research at Eighth Graders of SMP Kartika III – 1 Semarang in the Academic Year 2014/2015) . This study aims to know how was DRAW strategy applied in teaching reading comprehension of narrative text and in what ways are students’ achievement improved after being taught by this strategy.⁹

This study was conducted using Classroom Action Research (CAR). Action research has taken place in several stages. These steps are a pre-rejection test, revolving around the cycle of planning, doing, observing, and reflecting. The tools used are tests, observation sheets and questionnaires.¹⁰

On the pre-removal test, the grade point average was 45.17. On the Cycle 1 test, the grade point average was 62.17. And on the Cycle 2 test, the grade point average was 74.17. It can be concluded that the grade point average of the class from the preliminaries to the cycle 1 has improved by 37.6% and 64.2% from the preliminaries to the 2nd cycle. The results of each cycle demonstrate that student reading comprehension improves after this strategy is implemented in the teaching and learning process. It can be concluded that by using the DRAW strategy in the reading class, students' reading comprehension can be improved.¹¹

The similarity of the research that the researcher will do with the previous research is that they both examine the use of DRAW, and use the same research method, while the difference is in the place, and year of research.

⁹ Dwi Wahyu Alfajar, “Improving Students’ Reading Comprehension Of Narrative Text Through Draw Strategy” (*Thesis*, Semarang State University, Semarang, 2015),P. 4

¹⁰ Ibid, P. 27

¹¹ Ibid, P. 36

3. Ahmad Yusuf research is entitled “Improving Student’s Reading Comprehension Mastery of Narratives by Using Kinetic Novels”. This study aims to identify the implementation of Kinetic Novels in teaching of narrative reading comprehension and to show the students’ motivation and achievement improvement in learning narrative reading comprehension.

This study was conducted using Classroom Action Research (CAR). The population of this study was 32 students from SMA Negeri 1 Welahan Jepara's XI IPA 2 program. The tools are a reading comprehension test, questionnaires, handouts, observation checklists, and field notes. Data were drawn from preliminary observations, trials, questionnaires, and observations during the study. The way data is analyzed is both qualitative and quantitative .¹²

The results of the action study show that the motivation and reading comprehension achievement of students in grade XI IPA 2 have significantly improved after using kinetic novels as a vehicle. Based on research, it is found that the use of Kinetic Novel is highly effective in improving students' motivation and fluency in reading narrative texts.

The similarity of the research that the researcher will do with the previous research is both researching reading comprehension, and using the same research method, while the difference is in the dependent variable, place, and the year of research.

¹² Ahmad Yusuf, “Improving Student’s Reading Comprehension Mastery of Narratives by Using Kinetic Novels”, (*Thesis*, State University Semarang, Semarang, 2012), P. 39.

D. Theoretical Bases

1. Definition of Reading

Reading is a selective process. This involves using the minimal subset of language cues available, selected from sensory input based on reader expectations. Once this information has been processed, a tentative decision will be made that will be confirmed, rejected or improved as the reading progresses.¹³

The definition of reading comprehension describes a general process that makes it clear that reading comprehension is fundamentally a special understanding of discourse strategy. This definition gives the impression that reading is a reaction to the meaning of an explicitly translated text. Because it's explicitly converted from the text, it makes a lot of assumptions and doesn't always fully understand what the text is about.¹⁴

2. Reading Purpose

The process of reading a book, novel, or newspaper is likely different than if a person were to read written text on a street sign, and these different skills often depend on what they are reading. In this case, the purpose is to enjoy reading. Not when reading a textbook or recipe. I need information, so read on. In this case, our reading will help you get information. Hamer said he has five reading purposes as follows: :¹⁵

a. To Identify the Topic

A good reader can quickly become familiar with the topic of the written text. The support of their previous knowledge allows them to get ideas. This

¹³Rohib Adrianto Sangia, "The Process And Purpose Of Reading", in <https://www.researchgate.net/publication/327976279>, accessed 2 February 2022, 20,30.

¹⁴ Ibid

¹⁵ Jeremy Harmer, *How ...*, p. 100.

ability allows them to handle the process of reading English texts and identifying subjects. This activity requires the reader to find topics by skimming the text and trying to find them by underlining or making notes. This activity allows students to use their previous knowledge to help identify the topic.

b. To Predict and Guess

Readers sometimes make assumptions trying to understand what the written text is talking about. Sometimes we look ahead by predicting the future, sometimes we make assumptions and infer context from a glance. This activity also allows readers to predict or guess the text using skimming techniques. The goal of this activity is to find the implied meaning of the text.

c. Reading for Details Information

Some readers read in order to understand everything they read in detail. This is usually the case for written instructions or instructional procedures. This activity usually requires the reader to understand the following important things from the text: B. Answers to some questions asked after the text. Scanning is the preferred technique for this activity, as the reader must read the entire text and directly find detailed information descriptions contained in the text.

d. Reading for Specific Information

Readers may need specific details to get more information. They only focus on when the particular article they are interested in comes up, ignoring other information in the text until they get to the specific article they are looking for. In this activity, the reader needs to find certain details, so we will use scanning. Getting a lot of information requires reading the text multiple

times quickly and focusing on the key elements you are looking for. Through this activity, readers can successfully obtain specific information from the text.

e. Reading for General Understanding

A good reader can absorb the flow of the conversation and get the gist of the text without worrying too much about the details. That is, it doesn't go through every word and analyze everything in the text. In this activity, readers use skimming and focus only on the essence of the text. Once you find the text, you should use your previous knowledge to better understand it. They don't need detailed information, they don't need to search word by word and analyze everything in the text. Based on the purpose of reading above, researchers conclude that the purpose of reading is to read the main idea, to read for specific information, and to always read intentionally whatever material one reads. I can.

3. Reading comprehension

Comprehension is the process of understanding words, sentences and related text. Based on Pardo cited in the Sahin Reading Comprehension, the process of meaning construction is the result of interacting with the reader's text while blending the content and message of the text with the reader's existing knowledge and skills.¹⁶

Reading comprehension is the ability to focus on the vocabulary used in written text, associate it with it, and understand it comprehensively. Reading

¹⁶ Nopa Yusmita, Talking Drawing Strategy In Teaching Reading Comprehension, *Journal of English Education literature and Linguistics*, Vol.1, No.1, 2018, p, 13

comprehension is a complex skill as it requires other skills such as vocabulary and decoding skills.¹⁷

Reading comprehension is an active and communicative process between the reader, the text, the reading activity, and the larger sociocultural context for reading. Interaction takes place within the individual, including both top-down and bottom-up reading and cognitive strategies. Readers are better able to understand and remember written texts if they integrate prior knowledge and acquired information.¹⁸

4. Process of Reading Comprehension

In any discussion of reading comprehension, experts commonly talk about bottom-up and top-down processes. Both are reading comprehension processes, and according to recent research, there is another kind of reading comprehension process called interactive reading.¹⁹

a. Bottom-up processing

In bottom-up processing, the reader first recognizes various linguistic cues (letters, morphemes, syllables, words, sentences, grammatical cues, discourse markers) and uses linguistic computational mechanisms to put some order into these cues. have to impose. Of course, these data-driven operations require knowledge of the language itself. The reader selects signals that make sense from all the recognized data.

¹⁷ Nahid Mohseni Takaloo, Muhammad Reza Ahmadi, "The Effect of Learners' Motivation on Their Reading Comprehension Skill: A literature Review", *International Journal of Research in English Education*, Vol. 2, Nomor 3, 2017, p.11

¹⁸ *Ibid*, p.13

¹⁹ Leli Sari, "Improving Reading Comprehension Through Directed Reading Thinking Activity (Drta) Strategy For The Eight Grade Students Of Smp Negeri 17 Medan" (*Thesis*, State Islamic University Of North Sumatera, Medan, 2017), P, 12

b. Top-down processing

Top-down is the process by which the reader uses his own intellect and experience to understand the text.

c. Interactive reading

Interactive reading is a combination of top-down and bottom-up processing. Both processes are important and therefore, in most cases, key elements of a successful teaching methodology. .

5. Strategies in Reading Comprehension

A perusing procedure is an approach to the meaning of a content that's utilized flexibly and intentionally within the prepare of perusing. Perusing techniques are regularly separated into three stages. (a) some time recently perusing, (b) amid perusing, (c) after perusing. In arrange to be able to read texts, understudies must have a technique. The method of perusing isn't fair a fleeting prepare that happens without methodology or arrange .²⁰

There are a few perusing procedures proposed by Brown. They are 1) recognizing the reason of perusing, 2) utilizing graphonic rules and designs to help bottom-up decoding, and 3) creating productive quiet perusing methods for comprehension generally rapidly. 4) skimming, 5) skimming checks, and 6) speculating when to perused. 7) Analyze lexicon, 8) Recognize between strict and understood implications, and 9) Utilize talk markers to prepare connections .²¹

Separated from Browns' techniques, Pearson (in Tovani) confines seven procedures utilized by effective perusers. The seven techniques are: 1) utilize existing information to form sense of modern data, 2) draw conclusions from the

²⁰ Richard, J. C. & Schmidt, R, *Longman Dictionary of Language Teaching and Applied Linguistics*, (England: Pearson Education Limited, 2002), P, 44.

²¹ Leli Sari, *Improving...*, P. 13.

content, 3) screen the reader's claim understanding, and 4) repair when meaning is broken. 5) Decide what is imperative. 6) the blend of data to produce modern considering; Agreeing to Brown and Pearson, perusing techniques offer assistance instructors offer assistance understudies ended up effective and effective perusers .²²

By using reading strategies, teachers and students are expected to develop a more systematic understanding of the text. However, this study only focuses on a few strategies along the lines of student reading comprehension problems. This involves identifying the purpose of reading, inferring meaning from context, analyzing vocabulary, using existing knowledge to understand new information to offer, and asking questions about the text beforehand. , during and after reading.²³

6. Teaching and Learning of Reading

By using reading strategies, teachers and students are expected to develop a more systematic understanding of the text. However, this study only focuses on a few strategies along the lines of student reading comprehension problems. This involves identifying the purpose of reading, inferring meaning from context, analyzing vocabulary, using existing knowledge to understand new information to offer, and asking questions about the text beforehand. , during and after reading.²⁴

From the definition above, learning is the activity that humans undertake to acquire knowledge, develop attitudes, and improve concepts and skills as a result of their interaction with the environment. Learning is actually related to the process of information acquisition and ability or storage in cognitive organization.

²² Ibid, P. 13.

²³ Ibid, P. 13.

²⁴ Brown, H. D, *Principles Of Language Learning And Teaching*, (NewYork: Pearson Education, 2006), P. 7-8.

Learning can also occur through some form of enhanced practice. In the learning process, the main activity is teacher-student interaction.

So also, concurring to Brown, to instruct implies to appear or offer assistance somebody to memorize something, to provide course, to direct the think about of something, to grant information, to grant information, to get it can be characterized as bringing out.²⁵ Educating implies directing and encouraging learning, empowering learners to memorize, and setting the conditions for learning. In other words, educating could be a way of giving information to somebody, developing attitudes, improving concepts and abilities Instructing is indivisible from learning. This can be since the instructive prepare must be based on how the understudy learns and decides the instructing styles, strategies and methodologies to meet the learning needs of the understudy.

Comprehension is the methodology perusers utilize to get data and develop meaning from a given content. They are thought forms broken down into steps that are valuable for understanding. These must be unequivocally proliferated. The three sorts of comprehension abilities are portrayed underneath. Examined out loud, perused as you studied, examined afterward .²⁶

Teaching reading comprehension is an activity in which the teacher guides and facilitates learning, provides learning opportunities for learners, and sets the conditions for learning. Instruction is provided by directing students to perform activities to acquire knowledge. The activity itself can be done by giving it a task.

However, an important point when assigning tasks to students is to consider the technology used. Teachers should consider which technique works best for a

²⁵ Ibid, P. 7

²⁶ Johnson, A. P, *Teaching Reading And Writing: A Guide Book For Tutoring And Remediating Students*, (USA: Rowman and Littlefield Publishing Groups), P. 110.

particular task or activity. In teaching reading comprehension, teachers help students learn the micro- and macro-skills of reading by :²⁷

Micro skills

- a. Separate among the particular graphemes and orthographic designs of English.
- b. Hold chunks of dialect of distinctive lengths in short-term memory .
- c. Handle composing at an proficient rate of speed to suit the reason .
- d. Recognize a center of words, and decipher word arrange designs and their noteworthiness.
- e. Recognize syntactic word classes (thing, verb, etc.), frameworks (e.g. tense, understanding, pluralization), designs, rules, and curved shapes.
- f. f. Recognize that the same meaning can be conveyed in many grammatical forms.
- g. Recognize coherent devices in written discourse and their role in communicating the link between and among clauses.

Macro skills

- a. Recognize the rhetorical styles of written discourse and their importance in interpreting it.
- b. Recognize, according to form and purpose, the communicative functions of written texts.
- c. Using prior information, infer context that is not stated.
- d. Infers linkages and connections between occurrences, deduces causes and consequences, and detects such relationships as primary concept, supporting idea, new information, provided information, generalization, and exemplification from stated events, ideas, and so on.

²⁷ Brown. H. D, *Principles...*, P. 188.

- e. Differentiate between literal and inferred meaning.
- f. Recognize culture-specific references and interpret them in the context of corresponding cultural schemes.
- g. Develop and use different reading strategies such as: B. Scanning and skimming, recognizing discourse markers, inferring word meanings from context, and activating schemas to interpret text.

Micro and macro skills go hand in hand with reading strategies. Therefore, when teaching reading comprehension, the teacher should teach the student her three steps of reading comprehension. Helps students build context, get ideas for texts, and master macro- and micro-skills for reading before, during, and after reading.

7. Principles In Teaching Reading Comprehension

There are several principles behind Harmer's proposed teaching of reading.:²⁸

- a. Perusing isn't a inactive expertise. Understanding the meaning of words, understanding contentions, and finding understanding between explanations are all portion of dynamic perusing.
- b. Students should work on what they are reading. Harmer believes students get more value from reading when they are engaged and interested in reading.
- c. Students should be encouraged to respond to the content of the text they read, not just the language. This principle concerns the fact that the student should have the opportunity to respond to the text's message and draw out the student's personal commitment.
- d. Anticipation is an important component of reading. The fourth principle concerns student expectations. The active reading process can begin when

²⁸ Jeremy Harmer, *How to Teach English: An Introduction to the Practice of Language Teaching*, (England: Longman, 2001), P. 70.

students are able to understand text cues and anticipate what will happen in the next section of a given text.

- e. Align tasks with topics. Choosing the right student reading assignment is important. This is because it can undermine questions that are boring and inappropriate for students, making reading activities more engaging and challenging for students.

The Five Principles Behind Teaching Reading suggest some important points for teachers to consider when teaching reading. The principles also emphasize the importance of reading anticipation as it relates to the student's active reading process. Moreover, choosing a good task is one of the considerations that make reading activities more exciting and challenging. Referencing these principles will help teachers and students achieve a quality reading process.

8. Narrative Texts

Story content could be a popular common composing organize. It could be a sort of talked or composed dialect that tells the story of one or more of it's characters confronted with a specific circumstance. In stories, stories are told and activities are played out. Stories have characters and plots that contain a arrangement of occasions. They are composed concurring to the language structure of shapes or stories. Account language structure is comparative to sentence linguistic use in that it endeavors to depict each portion of the story and how they work. Story linguistic use includes characters, setting, occasions, and finishing. This conclusion lights up the topic of the story. The foremost well-written stories, whether straightforward or complex, have a decently comparative structure, and most children have a essential conspire of that structure. can. Story

writings can be utilized to progress understudy perusing inspiration. What causes issues with content is the way the content is composed. A style or include that recognizes one content from another. Moreover, the account content appears to initiate visualization within the peruser as portion of the perusing handle. Perusers can see the scene in their intellect as they studied the content of the story. Visualizations offer assistance perusers get it the content more effortlessly and do not discourage them. Moreover, one of the purposes of narrative text is to engage. Perusers appreciate perusing the content and are energized to see what happens following. In this way, account writings offer assistance propel understudies.²⁹

9. Reading Assesment

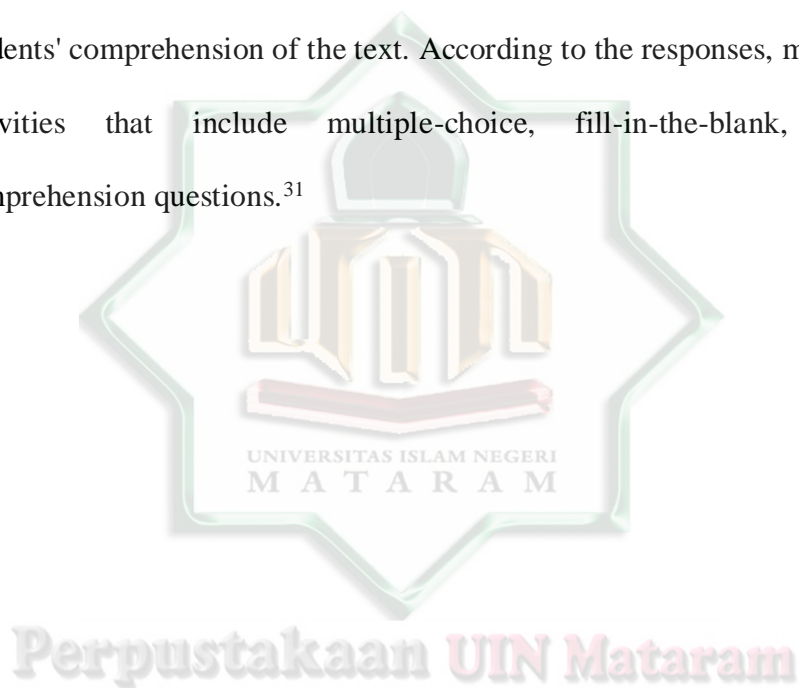
Reading comprehension assessment is an important part of designing and implementing programs that teach reading strategies. For example, assessing students' reading comprehension and proficiency prior to intervention enabled diagnosis of potential weaknesses in individual readers. Training is tailored to the reader's needs to maximize the impact of the intervention. Effective interventions also need to assess and monitor progress in reading development or improvement across programs. Finally, it is usually necessary to assess which interventions contribute to improved comprehension skills and to what extent. For this reason, evaluation of reading assessment tools is considered an important first step in the design and development of reading strategy interventions.³⁰

Reading assessment is an important classroom activity that can be conducted to the benefit of both teachers and students. Of course, this includes

²⁹ Ardiya, "An Overview of Reading a Narrative Text and the Application of Reciprocal Teaching Strategy", *Journal of Education Informatic Technology and Science (JeITS)*, Volume. 1, No. 1, 2019, P. 105

³⁰ Joseph P. Magliano & Keith Millis, Yasuhiro Ozuru & Danielle S. McNamara, "A Multidimensional Framework to Evaluate Reading Assessment Tools", *Akademia Accelerating The World's Reasearch*, 2007, p, 107-108

various methods and strategies that encourage students to reveal their learning abilities to their teachers. It also makes students aware of their weaknesses and strengths so that they can find solutions to improve their reading and comprehension skills. Depending on the results, reading comprehension assessment can take the form of tests, projects, and daily classroom activities. In fact, the structure of the test is simple and well-organized, requiring a variety of tasks and activities that are essential for this type of assessment and improve students' comprehension of the text. According to the responses, most teachers use activities that include multiple-choice, fill-in-the-blank, and reading comprehension questions.³¹



³¹Madani Habib, "Assessment Of Reading Comprehension" https://revistaromaneasca.ro/wp-content/uploads/2016/06/REV_june2016_125-147.pdf, accessed 05 Oktober 2022, 17.13.

Table 2. 1
Rubric Assessment of Reading Comprehension³²

	Below the standard 1 pts	Approaching the standard 2 pts	Meets the standard 3 pts	Exceed the standard 4 pts
Comprehension	- Below the standard - Student did not complete assignment and/or did not answer More than half of questions corectly.	- Approaching the standard - Student answered at least half of the comprehensio ns questions corectly.	- Meets the standard - Student answered 75% of comprehensi on corectly. Student comprehends main idea of the reading.	- Exceed the standard - Student answered all (100%) comprehensi ons questions corectly. Student fully demonstrates comprehensi on of main idea from the reading.
Form	- Below the standard - Student did not answer any of the question in complate sentence.	- Approaching the standard - Student answered at least half of the comprehensio ns questions in complete sentence.	- Meets the standard - Student answered at least 75% of the questions in complete sentence.	- Exceed the standard - Student answered all questions in complete sentence.
Grammar	- Below the standard - There are numerous spelling or grammar errors, making the answer impossible to understand. There is no punction.	- Approaching the standard There are numerous spelling or grammar errors, making the answer difficult to understand. Most punctionation is not used corectly.	- The Meets standard - A few spelling or grammar mistakes are evident, but do not diminish the meaning of the answer. Some punctionation is misused.	- Exceed the standard Proper use of modern english spelling and grammar is employed consistently throughout the assignment. Punctionation is utilized corectly and

³² Jose I. Morales, "Reading Comprehension Rubric" <https://www.scribd.com/doc/312258688/reading-comprehension-rubric>, accessed 31 oktober 2022, 22.25.

				only when necessary.
Detail	- Below the standard - The level of detail in each question is poor and make no attempt to include textualy relevant information.	- Approaching the standard - The level of detail in each question is emerging. Attempts to engage the text are made.	- Meets the standard - The level of detail in each question is good. The student could add a bit more textual detail to further enhance answer.	- Exceed the standard The level of detail in each question is excellent. Textual detail are relevant and student has connected fully with the literature.
Format	- Below the standard Paper is not formatted correctly.	- Approaching the standard Paper is partially formatted.	- Meets the standard - Paper has one error in formatting.	- Exceed the standard Paper is formatted correctly.

10. DRAW Strategy

DRAW stands for draw, read, attend, write. Students are provided with short articles, stories or chapters of content to read. The teacher actually prepares a series of numbered Reasoning and Understanding questions at the Applied Level (not necessarily in that order, but the order of the questions should be carefully planned to stimulate discussion). I have). For example, questions about the textual content needed to reach a conclusion should be asked before concluding the question. .³³

Surveys are distributed to individuals or small groups. The teacher cut a piece of paper with each question. Shuffle these and have each individual or group

³³ Mary L. Agnew. A Motivational..., P. 575

draw a question (D). The class is then asked to read an article or chapter (R). Students are responsible for answering the questions they create and reporting their answers to the class. There is a quiz at the end of the lesson so you have to read the entire section. There is time for individual reading. If the activity is conducted in small groups and space permits, individuals in the group can take turns reading the work aloud.³⁴

When the time is up, the teacher will have the person or group who drew the first problem read it and tell the class the answer and how they came up with it. The class is asked to state whether they agree or disagree and why. Teachers review responses to stimulate discussion. Students must pay attention to what others are saying (A). Once the information has been fully considered, the teacher asks if the class agrees with the answer. Then another question is asked.³⁵

After all the questions have been discussed, the teacher asks the class to put away the questionnaire (students took notes). The teacher collects individual question papers and draws out as many as needed to create a quiz. It is read aloud the required number of times and the student writes the answer (W). A quiz will be given according to the grades.³⁶

In Alfajar asserts that the procedures of DRAW strategy are:³⁷

- a. Students receive and read selected text.
- b. The teacher prepares questions that correspond to different levels of understanding. These questions are numbered and should be placed in an order that stimulates discussion.
- c. Students will be given a piece of paper with all the problems written on it.

³⁴ Ibid, P. 575

³⁵ Ibid, P. 575

³⁶ Ibid, P. 575

³⁷ Dwi Wahyu Alfajar, "Improving..., P. 19-20

- d. The teacher cuts out a piece of paper so that each question is a strip. Stripes are shuffled and students draw stripes.
- e. Students read the selection. They are responsible for answering the selected questions, but they must read the entire selection to be able to answer the quiz at the end.
- f. After everyone has read the options, the teacher asks students to answer the questions, starting with the first question. While answering questions, teachers can ask leading questions to stimulate discussion and demonstrate student understanding.
- g. Students pay attention to the answer. When all questions have been answered, students set up the questionnaire and strip.
- h. The teacher reads each question aloud and the student writes down the answer.

The purposes for using this strategy are as follows:³⁸

- a. To encourage higher order thinking.
- b. To help below-grade-level readers understand content.
- c. To motivate students to gain information.
- d. To foster students' learning from one another.
- e. To promote discussion.
- f. To encourage depth of listening and retention of heard information.
- g. To promote mental organization and information recall to form written responses.
- h. To encourage full class participation.
- i. To tap all receptive and expressive phases of language learning styles—reading, speaking, writing, and listening.

³⁸ Mary L. Agnew. A..., P. 575

CHAPTER III

RESEARCH METHOD

A. Setting Of Research

The research setting explains where and when the carried out and how many cycles will be carried out to improve reading skills through draw,read,attand,and write (DRAW). This research took place at MA Da'watul Khaer Kumbak, the location is in Setiling Village, Nourth Batu Keliang District, Central Lombok Regency, NTB Province and will be carried out in the second semester in January in academic year 2022. The reason the researcher chose this research location because the location was easily accessible by the researcher so that the researcher carried out the final task more easily.

B. Object of Research

The object of this research is the implementation of DRAW strategy to improve students' reading skills.

C. Design of Research

The type of research used in this study is a classroom action research (CAR). Classroom action research is activity undertaken to observe what happens in the classroom to improve learning practices, enhance processes, and improve learning outcomes. Classroom Action Research is defined as research procedures and substantive actions, actions taken in the field of inquiry, or those who seek to understand what is happening while engaged in the process of improvement and change. This is an experimental study.³⁹

³⁹Asrori Rusman, *Classroom Action Research Pengembangan Kompetensi Guru*,(Jawa Tengah, Cv Pena Persada, 20020),p,4-5

The classroom action research design (CAR) used in this study was the Kemmis and McTaggart model. The Kemmis & Taggart model is a further development of the basic concept introduced by Kurt Lewin, the only difference being the unity of action and observation. These two stages are based on the fact that there are two activities that are inseparable from each other: the performance and the observation of the behavior. Kemiss and Taggart divide the research process into his four stages of activity within a cycle. Plan/Action and Observation/Reflection.⁴⁰

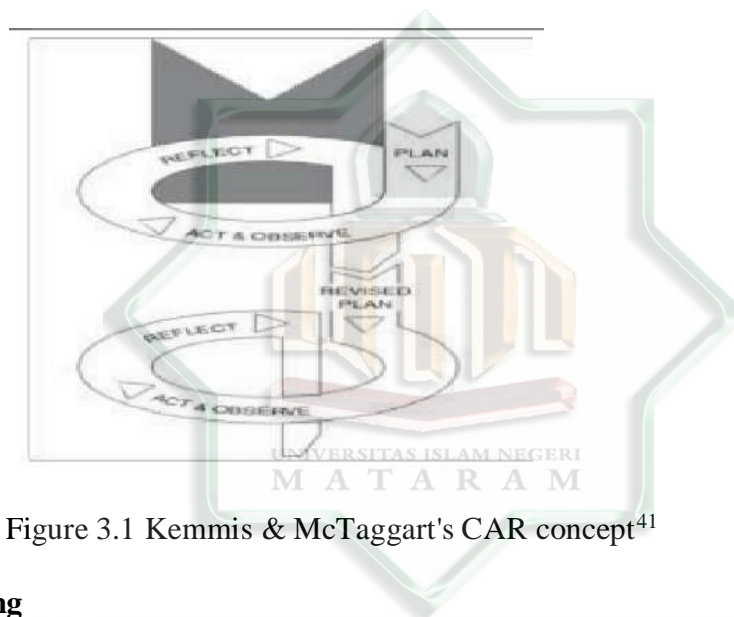


Figure 3.1 Kemmis & McTaggart's CAR concept⁴¹

D. Planing

In this stage the researcher explains about what, why, when, where, by whom, and how the action is carried out. The ideal action research is actually carried out in pairs between the party who takes the action and the party who observes the process of the action. The term for this method is collaborative research. This method is said to be ideal because of the effort to reduce the subjectivity of the observer and the quality of the accuracy of the observations made.⁴²

1. Identify the precycle problem and formulate the problem.

⁴⁰ Ibid,p,23

⁴¹ Sri Suharmi Improving, "Students' Writing Skill in Descriptive Text by Using Outdoor Activity" file:///C:/Users/DOT.KOM/Downloads/, accessed 11 September 2022, 23.25.

⁴² Rukaisih A. Maulani & Ucu Cahaya, *metodologi penelitian pendidikan* (Jakarta, PT Raja Grafindo Persada, 20016),p,183

2. Organize cooperative lesson plans
3. Reading and test preparation
4. Make an observation chart
5. Creating student attendance records

E. Taking Action

The second stage of action research is implementation. That is, implementing or adapting design content that imposes actions in the classroom, such as:⁴³

1. Initial activity
 - a. Teacher greets student
 - b. Teacher check student attendance
 - c. Teacher reviews previous material
 - d. Teacher delivers topic and instructional goal
 - e. Teacher explains the instructional step using DRAW
2. Core activity
 - a. Students receive and read selected text.
 - b. The teacher prepares questions that correspond to different levels of understanding. These questions are numbered and should be placed in an order that stimulates discussion.
 - c. Students will be given a piece of paper with all the problems written on it.
 - d. The teacher cuts out a piece of paper so that each question is a strip. Stripes are shuffled and students draw stripes.
 - e. Students read the selection. They are responsible for answering the selected questions, but they must read the entire selection to be able to answer the quiz at the end.

⁴³ Ibid,p,184

- f. After everyone has read the options, the teacher asks students to answer the questions, starting with the first question. While answering questions, teachers can ask leading questions to stimulate discussion and demonstrate student understanding.
 - g. Students pay attention to the answer. When all questions have been answered, students set up the questionnaire and strip.
 - h. The teacher reads each question aloud and the student writes down the answer.
3. Closing
- a. Reflect on learning activities.
 - b. Teacher's Guide.
 - c. Students draw conclusions from the material taught.
 - d. Provide material to teach at the next meeting.

F. Observing

This is the phase of observing the learning process and assessing observations. This also means knowing if there are weaknesses or problems in both cycles. Observations are made in an interactive format-based teaching and learning process, and all student and teacher activities are documented on observation sheets. However, in this study, the researcher as a teacher and her Grade 9 English teacher at MA Da'watul Khaer Kumbak as an observer observe the process of teaching and learning.

G. Reflecting

The fourth stage is an activity to restate what has been done. This reflection activity is very appropriate to do when the implementing teacher has finished taking the action, then dealing with the researcher to discuss the implementation of the action plan. fill in the reflection here is the same as "bouncing, like emitting and staring in the mirror". In this case, the implementing teacher is reflecting his experience on the

researcher who has just observed his activities in action. this is the essence of action research, when the teacher of action is ready to tell the observer researcher about things that are felt to have gone well and which parts have not. in other words, the implementing teacher is conducting a self-evaluation. what if the executor also has the status of an observer, namely observing what he is doing, then reflection is done on himself.⁴⁴

Reflection is analyzing the results of observations and tests in each cycle. Activities carried out at this stage are:

1. Analyze observational checklist data and test results to determine student reading improvement after using the DRAW strategy.
2. Identify weaknesses in previous activities and discuss the teaching and learning processes implemented to plan better activities in Cycle II. Observation results are used to improve student reading comprehension in the next cycle.

H. Instrument Of Research

Researcher tools are tools used by researchers to collect data. There are several instruments used in this study to acquire data. testing and documentation.

1. Test

A test is a technique for measuring a person's ability. According to Brown, a test is a method of measuring a person's ability, knowledge, or performance in a particular area. A test is a tool or procedure designed to assess a learner's performance for the purpose of measuring achievement of a specified standard.⁴⁵

⁴⁴ Ibid,p,185-186

⁴⁵ Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, (San Francisco: Longman Inc, 2001), p. 401.

Testing is an imperative portion of any instructing and learning encounter. There are numerous sorts of tests. Gather test, person test, composed test, verbal test, quickened test, capability test. Each test has distinctive characteristics that ought to be considered when arranging the test.⁴⁶

In this research, the researcher gave the written test based on the topic of the curriculum at the senior high school and used group and individual test to measure students reading comprehension. The way to give students' score in test is explained in page 21.

Table 3.1
Students' score in test

No	Initial Name	Aspects					Total score	Conversion
		C	F	G	D	F		
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
Total								
Mean								

Note:

- C = Comprehension
- F = Form
- G = Grammar
- D = Dtail
- F = Format

The process of getting a conversion score is as follows:

$$X = \frac{\text{Total of Score}}{\text{Maximal Score of six Component}} \times 100$$

⁴⁶ William Wiersma & Stephen G. Jurs, *Educational Measurement and Testing: Second Edition*, (USA: The University of Toledo, 1990), p. 36.

Table 3. 2
The interpretation of students' score.⁴⁷

Persentase of scores	Criterion
81-100	Excellent
61-80	Good
41-60	Fair
21-40	Poor
10-20	Bad

Students are said pass the test if they get a score 70 or more than 70 because of the criterion minimum of mastery in this school is 70.

- a. The formula to calculate the students average

$$x = \frac{\sum x}{N}$$

Explanation:

$\sum x$ = Total of students' Score

N = Total of Subject

x = Average

- b. The formula to calculate the students' classical Achievement is

$$PC = \frac{N}{S} \times 100 \%$$

Explanation:

PC= Percentage of achievement

N= The total of students that get more ≥ 75

S= Number of Students' in the class.⁴⁸

2. Observation Sheet

⁴⁷ Rosma Hartiny, "Model Penelitian Tindakan Kelas", (Yogyakarta: Teras, 2010), p. 94.

⁴⁸ Ibid, p. 133

In collecting the data, the researcher use observations as research tools to find out what teachers and students actually do in the classroom. In this study, we apply observations to find the use of the DRAW strategy to improve the reading comprehension of her 9th grade students in her MA Da'watul Khaer Kumbak for the academic year 2022/2023.

Table 3. 3
Teachers Activity Observation Sheet

No.	Activities Observed	Score			
		1	2	3	4
1.	Students receive and read selected text				
2	The teacher prepares questions that correspond to different levels of understanding. These questions are numbered and should be placed in an order that stimulates discussion.				
3.	Students will be given a piece of paper with all the problems written on it.				
4.	The teacher cuts out a piece of paper so that each question is a strip. Stripes are shuffled and students draw stripes.				
5.	Students read the selection. They are responsible for answering the selected questions, but they must read the entire selection to be able to answer the quiz at the end.				
6.	After everyone has read the options, the teacher asks students to answer the questions, starting with the first question. While answering questions, teachers can ask leading questions to stimulate discussion and demonstrate student understanding.				
7.	Students pay attention to the answer. When all questions have been answered, students set up the questionnaire and strip.				

8.	The teacher reads each question aloud and the student writes down the answer.				
Total Score					
Mean					

Note :

Information:	Score
If there is no activity the teacher is given a score of	0
If there is partly activity the teacher is given a score of	1
If more activities are not carried out the teacher is given a score of	2
If more activities are carried out the teacher is given a score of	3
If the activities carried out by the teacher are full, they are given a score of	4

Formulation:

$$\text{Mean} = \frac{\text{T Score}}{\text{Max Score}} \times 100$$

Table 3. 4
The interpretation of teacher score Activity.

Score	Category
80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor
<49	Very poor

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Table 3. 5
Students' Activity Observation Sheet

No.	Activities Observed	Score			
		1	2	3	4
1.	Students receive and read selected text				
2	The teacher prepares questions that correspond to different levels of understanding. These questions are numbered and should be placed in an order that stimulates discussion.				
3.	Students will be given a piece of paper with all the problems written on it.				
4.	The teacher cuts out a piece of paper so that each question is a strip. Stripes are shuffled and students draw				

	stripes.				
5.	Students read the selection. They are responsible for answering the selected questions, but they must read the entire selection to be able to answer the quiz at the end.				
6.	After everyone has read the options, the teacher asks students to answer the questions, starting with the first question. While answering questions, teachers can ask leading questions to stimulate discussion and demonstrate student understanding.				
7.	Students pay attention to the answer. When all questions have been answered, students set up the questionnaire and strip.				
8.	The teacher reads each question aloud and the student writes down the answer.				
Total Score					
Mean					

Note :

Information:	Score
If there is no activity the students' is given a score of	0
If there is partly activity the students' is given a score of	1
If more activities are not carried out the students' is given a score of	2
If more activities are carried out the students' is given a score of	3
If the activities carried out by the students' are full, they are given a score of	4

Formulation:

$$\text{Mean} = \frac{\text{S Score}}{\text{Max Score}} \times 100$$

Table 3. 6
The interpretation of students' score Activity.

Score	Category
80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor
<49	Very poor

3. Documentation

Documentation was used to support the data in this research. These documents are in the form of student grade data, Madrasah documentation, Madrasah profiles, books, RPP, schedule and attendance list of the teacher and students activity during teaching and learning process.

I. Data Analysis and Reflection

1. Data Analysis

In collecting data, the researcher used the following ways:

- a. The data in pre-assessment was taken to know the students reading comprehension ability before action.
- b. The data was collected from cycle I, and II, to know the students development in reading comprehension during the action.
- c. The reading comprehension test in each cycle was given to know students improvement in reading comprehension after giving the action.

2. Data Analysis

The data was being got from pre-assessment test and some test in the last meeting of every cycle.

$$PC = \frac{N}{S} \times 100 \%$$

Explanation:

PC= Percentage of achievement

N= The total of students that get more ≥ 75

S= Number of Students' in the class.⁴⁹

The category of students successful in this research is when they are passed the grade KKM. The passing grade of English lesson at MA Da'watul Khaer Kumbak is 70. The research expected that were at least 80% students who passed the grade of KKM. It means this research already successful to promote Students' reading comprehension.

3. Reflection

Based on the data collected in cycle 2, the researcher found that there was a significant improvement in students score. As mentioned in the observation above, there was some progress that showed by students in cycle 2, in this cycle the students was understand about the applying DRAW strategy. And the students reading comprehension about the text researcher given it was good, but the score of students couldn't improve of indicator of success. Even there were still problems that pound by the researcher based on the result, the researcher tried to make the students more active in the classroom and there group. The result that reached by students" in action 2 can be seen in the following :

Table 3. 7
Five scale interval percentage

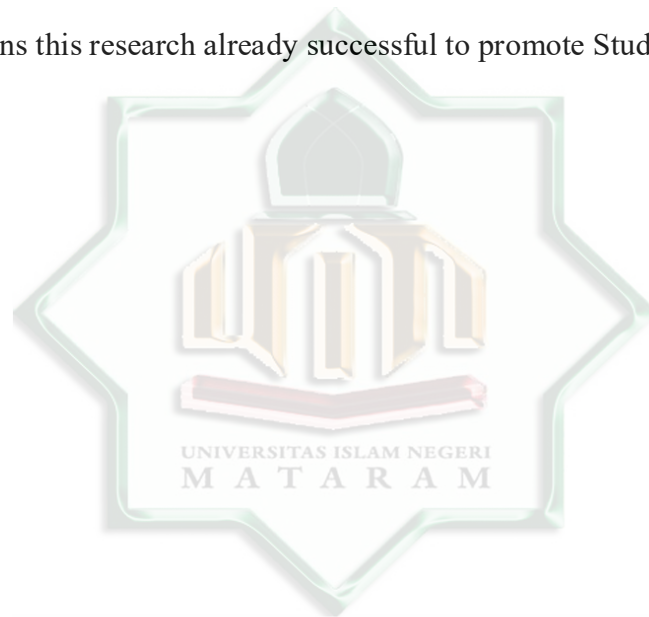
Score	Category
80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor
<49	Very poor

⁴⁹ Ibid,p,133

The following table was the rating scale the reading that has to be considered by the teacher when assessing the students ability of reading comprehension.

J. Indicator Success

The category of students successful in this research is when they are passed the grade KKM. The passing grade of English lesson at MA Da'watul Khaer Kumbak is 70. The research expected that were at least 80% students who passed the grade of KKM. It means this research already successful to promote Students' reading skills.



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CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the researcher show the result. It explained how to improve students' ability of reading comprehension using Draw, Read, Attend, and Write technique. Data for this research were collected from MA Da'watul Khaer Kumbak. Subject of this research consisted of 12 students. The students in this school have low motivation in learning English and have bad score in reading comprehension. Based on this condition, the research tried to encourage the students to comprehend the text in teaching reading using Draw, Read, Attend, and Write technique. Related to the result, it consists of three stages, namely pre-assessment, cycle 1, and cycle 2.

Based on the result above, there was an improvement between the score of students' reading comprehension in pre-assessment and cycle 2. It means that the Draw, Read, Attend, and Write technique improved students' reading comprehension. In process of the research the researcher use instrument are:

A. **Research Findings**

In this case, the researcher presented the results of his research. Each cycle will be reflected to find out the results of the action. All stages in this research will be described as follows:

1. Cycle 1

a. **Planning**

In this step, the researcher made a plan to carry out actions based on the problems faced by students in the ability to read narrative texts. In this case, the researcher developed a lesson plan based on the teaching materials. In addition, the researcher also prepared a paper of narative text and prepared a series of

numbered questions at the literal, inferential, and applied levels of understanding (not necessarily in that order, but the sequence of questions should be carefully planned to encourage discussion). And the last the researcher prepared the post-test 1 to determine the students' abilities and whether the students' scores had progressed or not from the tests in cycle 1 to cycle 2.

b. Acting

This cyclical action was carried out on 9, 10, 11, 12, January 2023. In this step the researcher acted as a teacher based on the lesson plans while the English teacher acted as an observer who observed the activities of teachers and students during the teaching and learning process. The full explanation of this cycle will be described as follows:

1) The first meeting

The first meeting began by explaining related to narrative texts and DRAW strategies such as providing an explanation of the steps or procedures and examples of the DRAW strategy itself. In this step too, the researcher builds good interaction and communication with students to make students feel enjoy the lesson and build their background abilities. In addition, the researcher also gave an example of how the implementation of the DRAW strategy would be practiced at the next meeting. This is done by researchers as a first step before researchers apply DRAW strategies in learning.

2) Second meeting

At the second meeting, the researcher began to apply the DRAW strategy in teaching. At first the researcher asked the material that had been discussed at the previous meeting, this was done by the researcher to determine the students' ability to understand the material that had been taught. Then as emphasis, the

researcher re-explained the narrative text material. After giving an explanation, the researcher prepares a series of numbered questions at the literal, inferential, and applied levels of understanding .

Question sheets were distributed to small groups. The researcher had cut one sheet into pieces containing questions. These were mixed, and each group draws one question . The class was then asked to read the article or chapter. Students were responsible for answering the questions they created and reporting the answers to the class. They had to read the whole section, because there would be a quiz at the end of the period. Time for group reading was given. If the activity was carried out in small groups and space allows, individuals in the group could take turns reading the work aloud.

When time was up, the researcher asked the group who drew the first question to read it and told the class the answer and how they arrived at it. The class was asked to agree or disagree and told why. The researcher probes responses to encourage discussion. Students must attend to what others are saying . When the information has been fully explored, the researcher asked if the class agrees on the answer. Then another question was asked.

When all the questions had been discussed, the researcher asked the class to put away the question sheet. The researcher gathered up the question slips and drew as many as desired to constitute the quiz. They were read aloud, as many times as necessary, and the students wrote the answers. The quiz is handed in for a grade. Finally, at this meeting the researcher reminded the students to prepare for the exam at the next meeting based on the material that had been taught previously.

3) Third meeting

At the last meeting of cycle one, the researcher conducted a test on students' reading ability by asking students to read the text one by one, then giving questions in the form of sheets that had been provided by the researcher. Before distributing the questions, the researcher gave directions to the students on how to answer the questions. At this stage, the researcher supervises the students' work.

c. Observing

At this stage, the English teacher at MA Da'watul Khaer Kumbak acts as an observer who observes activities in the classroom during the teaching and learning process. Observers use a pre-prepared observation checklist to observe teacher and student activities. Observers only need to give a value (√) based on real conditions in the classroom. The results of the observation checklist in cycle one will be explained as follows:

1) Observation checklist

a) Teacher activities

Table 4.1
Teachers Activity Observation Sheet

No.	Activities Observed	Score			
		1	2	3	4
1.	Students receive and read selected text.			√	
2	The teacher prepares questions that correspond to different levels of understanding. These questions are numbered and should be placed in an order that stimulates discussion.			√	
3.	Students will be given a piece of paper with all the problems written on it.		√		

4.	The teacher cuts out a piece of paper so that each question is a strip. Stripes are shuffled and students draw stripes.			√	
5.	Students read the selection. They are responsible for answering the selected questions, but they must read the entire selection to be able to answer the quiz at the end.		√		
6.	After everyone has read the options, the teacher asks students to answer the questions, starting with the first question. While answering questions, teachers can ask leading questions to stimulate discussion and demonstrate student understanding.			√	
7.	Students pay attention to the answer. When all questions have been answered, students set up the questionnaire and strip.			√	
8.	The teacher reads each question aloud and the student writes down the answer.		√		
Total Score		21			
Maximum		32			
Average		66			
Category		Excellent			

The total score is obtained from each teacher activity such as convey the theme or title of the reading text, ask students to read the reading text etc. The average teacher activity is obtained from the formula below:

$$\text{Mean} = \frac{\text{T Score}}{\text{Max Score}} \times 100$$

For the category obtained from the final value of the teacher's activities. There are four categories of teacher grades such as:

Table 4.2
The Interpretation of Teacher Score Activity

Score	Category
80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor
<49	Very poor

$$\begin{aligned}
 \text{Mean} &= \frac{\text{T Score}}{\text{Max Score}} \times 100 \\
 &= \frac{21}{32} \times 100 \\
 &= 66
 \end{aligned}$$

From the observations of teacher activities above, the results show that the average score of teachers is 84, which means that teachers teach fairly. However, there are several aspects that need to be improved such as the delivery of the learning themes to be discussed, ask students to mark important things found in the reading, discuss the main points or ideas from the reading text and so on.

b) Student activities

Table 4.3
Students' Activity Observation Sheet

No.	Activities Observed	Score			
		1	2	3	4
1.	Students receive and read selected text.		√		
2.	The teacher prepares questions that correspond to different levels of understanding. These questions are numbered and should be placed in an order that stimulates discussion.			√	

3.	Students will be given a piece of paper with all the problems written on it.			√	
4.	The teacher cuts out a piece of paper so that each question is a strip. Stripes are shuffled and students draw stripes.			√	
5.	Students read the selection. They are responsible for answering the selected questions, but they must read the entire selection to be able to answer the quiz at the end.		√		
6.	After everyone has read the options, the teacher asks students to answer the questions, starting with the first question. While answering questions, teachers can ask leading questions to stimulate discussion and demonstrate student understanding.		√		
7.	Students pay attention to the answer. When all questions have been answered, students set up the questionnaire and strip.	√			
8.	The teacher reads each question aloud and the student writes down the answer.	√			
Total Score		17			
Maximum		32			
Average		53			
Category		Poor			

The total score is taken from all student activities. The average student activity is obtained from the formula below:

$$\text{Mean} = \frac{\text{S.Score}}{\text{Max Score}} \times 100$$

For categories obtained from the final value of student activities.

There are four categories of student scores such as:

Table 4.4
The Interpretation of Student Score Activity

Score	Category
80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor
<49	Very poor

$$\begin{aligned} \text{Mean} &= \frac{\text{T Score}}{\text{Max Score}} \times 100 \\ &= \frac{17}{32} \times 100 \\ &= 53 \end{aligned}$$

From the observation of student activities above, the results obtained that the average value of student scores is which means that student participation is included in the poor category. The acceptance of learning by students is still not maximized so that there are several aspects that need to be improved by students such as reading comprehension, marking important things contained in the reading text, student activity in the learning process and so on 53.

c) Students' scores

(1) Pre-cycle

Table 4.5
Students' score in Pre-Cycle Reading Skill

No	Initial Name	Aspects					Total score	Conversion
		C	F	G	D	F		
1.	AS	1	1	2	1	2	7	35
2.	AA	1	3	2	1	1	8	40
3.	AH	1	1	2	1	2	7	35
4.	GA	1	1	2	1	2	7	35
5.	IM	1	1	2	1	1	6	30
6.	IK	1	1	1	1	1	5	25
7.	KA	2	3	2	1	2	10	50
8.	MK	1	1	2	1	1	6	30

9.	SA	2	2	2	1	2	9	45
10.	SR	1	2	2	1	1	7	35
11	RH	1	2	2	1	1	7	35
12	ZM	1	2	2	1	1	7	35
Total							86	430
Mean							7	36

Note:

C = Comprehension

F = Form

G = Grammar

D = Dtail

F = Format

The process of getting a conversion score is as follows:

$$X = \frac{\text{Total of Score}}{\text{Maximal Score of five Component}} \times 100$$

$$= \frac{7}{20} \times 100 = 36$$

The process of obtaining grades is taken from the value of each student in each aspect of the reading assessment. For example, AZ got 1 on the aspect of comprehension, got 1 on the form aspect, got 2 on the aspect of grammar, got 1 on the aspect of dtail, got 2 on the aspect of format, all scores are $1 + 1 + 2 + 1 + 2 = 7$. So if the total student score is divided by the maximum score of the six components, which is 7 times 100, it produces a conversion score of 35.

The process of getting the mean conversion score:

$$x = \frac{\sum x}{N}$$

note:

x = Mean conversion score

$\sum x$ = conversionTotal of Score

N = Number of students

Table 4.6
The Interpretation of Students' Score in Pre-Cycle Reading Skill

Score	Category
80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor
<49	Very poor

$$x = \frac{430}{12} = 36$$

Based on the table, score conversion is a technique for processing and converting raw test results into standard scores. The total conversion value is 430. Then the average conversion result is divided by the number of students, which is 12 so as to produce the average conversion value 35 category poor. This means that the student's score has not reached the KKM average value, which is 70. And to achieve the average value of the KKM, the researcher must do the next cycle and test 2 to find out the student's score.

From the table above, there are 12 students who took the test. Based on the table, the score obtained is 86 collected from all student scores. Then the average value is taken from the results of the total student score divided by the number of students so as to produce an average 7. This means that students have to get more marks in every aspect to make the main exam scores increase.

(1) Cycle 1

Table 4.7
Students' score in test of Cycle 1

No	Initial Name	Aspects					Total score	Conversion
		C	F	G	D	F		
1.	AS	2	3	3	2	3	13	65
2.	AA	3	3	3	2	2	13	65
3.	AH	3	3	3	3	3	15	75
4.	GA	2	3	3	3	2	13	65
5.	IM	3	3	3	3	2	14	70
6.	IK	3	3	2	3	3	14	70
7.	KA	3	4	3	3	2	15	75
8.	MK	3	3	3	2	2	13	65
9.	SA	3	2	3	2	3	13	65
10.	SR	2	2	3	3	3	13	65
11	RH	2	2	3	3	3	13	65
12	ZM	3	3	3	3	2	14	70
Total							163	815
Mean							13	67

Note:

C = Comprehension

F = Form

G = Grammar

D = Dtail

F = Format

The process of getting a conversion score is as follows:

$$X = \frac{\text{Total of Score}}{\text{Maximal Score of five Component}} \times 100$$

$$= \frac{13}{20} \times 100 = 65$$

The process of obtaining grades is taken from the value of each student in each aspect of the reading assessment. For example, AZ got 2 on the aspect of comprehension, got 3 on the form aspect, got 3 on the aspect of grammar, got 2 on the aspect of dtail, got 3 on the aspect of format, all scores are $2 + 3 + 3 + 2 + 3 = 13$. So if the total student score

is divided by the maximum score of the six components, which is 13 times 100, it produces a conversion score of 65.

The process of getting the mean conversion score:

$$x = \frac{\sum x}{N}$$

Note:

x = Mean conversion score
 $\sum x$ = conversion Total of Score
N = Number of students

$$x = \frac{815}{12} = 68$$

Based on the table, score conversion is a technique for processing and converting raw test results into standard scores. The total conversion value is 815. Then the average conversion result is divided by the number of students, which is 12 so as to produce the average conversion value 67. This means that the student's score has not reached the KKM average value, which is 70. And to achieve the average value of the KKM, the researcher must do the next cycle and test 2 to find out the student's score.

From the table above, there are 12 students who took the test. Based on the table, the score obtained is 163 collected from all student scores. Then the average value is taken from the results of the total student score divided by the number of students so as to produce an average of 13. This means that students have to get more marks in every aspect to make the main exam scores increase.

d. Reflection

At this stage the researcher evaluates the results of the application DRAW strategy in teaching and learning process. Based on the observation checklist of student and teacher activities, there are still many weaknesses, including the teacher delivers the theme or title of reading text, the teacher asks students to read the reading text, the teacher asks students to mark the important things that are found in the reading, the teacher asks students to discuss the main point or ideas of reading text and the teacher asks other students about the right answer about main ideas each paragraph. While students who are still not optimal in receiving learning, not marking important things in the reading text so that student activity in class is still low. Therefore, from the reflection above there should be more efforts to improve students' reading skills through DRAW strategys in cycle 2 such as providing interesting techniques in teaching and providing more motivation.

2. Cycle 2

a. Planning

This cyclical action was carried out on 12, 13, 14 January 2023. After knowing the results of students' scores in cycle one that students were quite good at reading skills through the DRAW strategy, the researcher decided to do cycle two to meet the standard of success. Researcher prepared lesson plans with the same modification in cycle I. In addition, researchers prepared a checklist for observing student and teacher activities. Then, the researcher also prepared post-test 2 to find out the students' scores.

b. Acting

1) The first meeting

At the first meeting of this cycle, the researcher asked the students about what they did not understand in applying the DRAW strategy and what difficulties they found when applying the DRAW strategy in a narrative text. The procedure for this cycle is the same as the previous cycle as the researcher explains the material related to narrative text and examples. After that, the researcher first reads the narrative text while the students listen. Then the teacher asks students to read a text, then students in groups try to find the main idea or important things contained in the text.

Finally, at this meeting the researcher reminded the students to prepare for the exam at the next meeting based on the material that had been taught previously.

2) Second meeting

In this meeting, the researcher conducted post-test 2 to get student scores. Before conducting the test, the researcher reviewed the narrative text material to remind students' abilities about the main ideas or important things in a text. Then inform them about the test. The researcher gave the test to the students and gave directions on how to answer the questions. In this case the researcher supervises the students' work.

c. Observe

1) Teacher activities

Table 4.8
Teachers Activity Observation Sheet

No.	Activities Observed	Score			
		1	2	3	4
1.	Students receive and read selected text.				√
2.	The teacher prepares questions that correspond to different levels of understanding. These questions are numbered and should be placed in an order that stimulates discussion.			√	
3.	Students will be given a piece of paper with all the problems written on it.			√	
4.	The teacher cuts out a piece of paper so that each question is a strip. Stripes are shuffled and students draw stripes.			√	
5.	Students read the selection. They are responsible for answering the selected questions, but they must read the entire selection to be able to answer the quiz at the end.			√	
6.	After everyone has read the options, the teacher asks students to answer the questions, starting with the first question. While answering questions, teachers can ask leading questions to stimulate discussion and demonstrate student understanding.			√	
7.	Students pay attention to the answer. When all questions have been answered, students set up the questionnaire and strip.				√
8.	The teacher reads each question aloud and the student writes down the answer.				√
Total Score		27			
Maximum		32			

Average	84
Category	Excellent

The total score is obtained from each teacher activity such as convey the theme or title of the reading text, ask students to read the reading text etc. The average teacher activity is obtained from the formula below:

$$\text{Mean} = \frac{\text{T Score}}{\text{Max Score}} \times 100$$

For the category obtained from the final value of the teacher's activities. There are four categories of teacher grades such as:

Table 4.9
The Interpretation of Teacher Score Activity

Score	Category
80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor
<49	Very poor

$$\begin{aligned} \text{Mean} &= \frac{\text{T Score}}{\text{Max Score}} \times 100 \\ &= \frac{27}{32} \times 100 \\ &= 84 \end{aligned}$$

From the observations of teacher activities above, the results show that the average score of teachers is 84. This means that the teacher's activity in applying DRAW strategy in learning increased from cycle 1 and obtained a Excellent category, which means the teacher's activity in the learning process is Excellent.

2) Student activities

Table 4.10
Students' Activity Observation Sheet

No.	Activities Observed	Score			
		1	2	3	4
1.	Students receive and read selected text.			√	
2.	The teacher prepares questions that correspond to different levels of understanding. These questions are numbered and should be placed in an order that stimulates discussion.			√	
3.	Students will be given a piece of paper with all the problems written on it.			√	
4.	The teacher cuts out a piece of paper so that each question is a strip. Stripes are shuffled and students draw stripes.			√	
5.	Students read the selection. They are responsible for answering the selected questions, but they must read the entire selection to be able to answer the quiz at the end.			√	
6.	After everyone has read the options, the teacher asks students to answer the questions, starting with the first question. While answering questions, teachers can ask leading questions to stimulate discussion and demonstrate student understanding.			√	
7.	Students pay attention to the answer. When all questions have been answered, students set up the questionnaire and strip.				√
8.	The teacher reads each question aloud and the student writes down the answer.				√
Total Score		26			
Maximum		32			
Average		81			
Category		Excellent			

The total score is obtained from each student activity, such as students listening to the teacher's explanation of information related to narrative text learning materials, reading texts, marking important things in the text, and so on. The average value of student activity is obtained from the formula below:

$$\text{Mean} = \frac{\text{S. Score}}{\text{Max Score}} \times 100$$

For categories obtained from the final value of student activities. There are four categories of student scores such as:

Table 4.11
The Interpretation of Student Score Activity

Score	Category
80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor
<49	Very poor

$$\begin{aligned} \text{Mean} &= \frac{\text{T Score}}{\text{Max Score}} \times 100 \\ &= \frac{26}{32} \times 100 \\ &= 81 \end{aligned}$$

From the observation of student activity above, it was obtained that the average score of students was 81. This means that student activity during the teaching and learning process increased from cycle 1 and obtained a very good category which means student participation is very good and this is the last observation on the activity. students because student participation is very good.

3) Student scores

(a) Test

Table 4.12
Students' score in Cycle 2

No	Initial Name	Aspects					Total score	Conversion
		C	F	G	D	F		
1.	AS	4	3	4	3	3	17	85
2.	AA	3	3	3	4	3	16	80
3.	AH	4	3	3	3	3	16	80
4.	GA	3	4	3	3	4	16	80
5.	IM	3	4	3	3	4	17	85
6.	IK	4	3	3	3	3	16	80
7.	KA	4	4	3	3	4	18	90
8.	MK	4	3	3	3	3	16	80
9.	SA	3	4	3	3	3	16	80
10.	SR	3	3	4	3	3	16	80
11	RH	4	3	3	3	3	16	80
12	ZM	3	4	3	3	3	16	80
		Total					196	980
		Mean					16	81

Note:

C = Comprehension

F = Form

G = Grammar

D = Dtail

F = Format

The process of getting a conversion score is as follows:

$$X = \frac{\text{Total of Score}}{\text{Maximal Score of five Component}} \times 100$$

$$= \frac{17}{20} \times 100 = 85$$

The process of obtaining grades is taken from the value of each student in each aspect of the reading assessment. For example, AZ got 4 on the aspect of comprehension, got 3 on the form aspect, got 4 on the aspect of grammar, got 3 on the aspect of dtail, got 3 on the aspect of format, all scores are $4 + 3 + 4 + 3 + 3 = 17$. So if the total student score

is divided by the maximum score of the six components, which is 17 times 100, it produces a conversion score of 85.

The process of getting the mean conversion score:

$$x = \frac{\sum x}{N}$$

Note:

x = Mean conversion score
 $\sum x$ = conversion Total of Score
 N = Number of students

$$x = \frac{980}{12} = 81$$

Based on the table, score conversion is a technique for processing and converting raw test results into standard scores. The total conversion value is 980. Then the average conversion result is divided by the number of students, which is 12 so as to produce the average conversion value 81. Therefore, it can be concluded that the students' reading ability increased, this means that the post-test score in cycle two was successful.

From the table above, there are 12 students who took the test. Based on the table, the score obtained is 196 collected from all student scores. Then the average value is taken from the results of the total student score divided by the number of students so as to produce an average 16.

Table 4.13
 Percentage of Student Scores

Meeting	Total score	Percentage
Before implementing the strategy	430	35
Cycle 1	815	67
Cycle 2	980	81

The results showed that there was an increase in student scores from the test before applying the DRAW strategy in cycle 1. The average score of students in the pre-test was only 35. Then, after applying the DRAW strategy in post-test 1 cycle 1, the students' reading ability scores were 67 and the score on post-test 2 cycle 2 is 81. This means that the DRAW strategy is able to increase students' reading abilities.

d. Reflection

After conducting post-test 2, the researcher analyzed the test results and the researcher was satisfied because the students experienced a significant improvement from pre-test, post-test 1, and post-test 2. In addition, most of the students responded actively to the teacher. After achieving the research target, which is at least 75% of students passing the KKM score, the researcher decided to stop the research because it had been successful.

B. Discussion

This research is a classroom action research that uses a checklist of observations and tests to collect data. In this study, researchers used a written test to determine the application of DRAW strategies in improving students' reading skills. In this research, there are two cycles, namely cycle 1 and cycle 2 and each cycle has four steps, namely planning, observation, action and reflection. Before implementing the action, the researcher must do some planning such as preparing lesson plans, syllabus, tests, observation lists and so on. In cycle 1, the researcher explains what a narrative text is, the steps to determine the main idea or important things in the narrative text and so on. After that, 67 if it does not reach the KKM average value of 70, it means that the researcher has to do the next cycle. In cycle 2 the researcher did the same thing but

correcting the lack of steps in cycle 1 and doing test 2. On test 2 the students achieved a score of 81 which means achieved the KKM average score and the research was successful. The result of this research showed that students reading comprehension improved after the action was given to the students. The result of this research also indicated that using DRAW strategy could be useful to improve students' ability in reading comprehension.

The research findings were in lines with the previous research conducted by Aminah Nurhasanah. Based on research data, the level of students' reading comprehension increased and students' reading comprehension problems could be resolved. This could be proven by the results of the students in the post test in cycle I and cycle II, the results in cycle I was 64.22 and cycle II was 75.63. It means that students' scores have reached the criteria of success and researchers could solve students' problems in reading comprehension and improve student's reading comprehension using DRAW strategy.⁵⁰

As for other studies, the finding of the present research was also similar with the previous research conducted by Dwi Wahyu Alfajar. Based on research data, it shows that DRAW strategy is effective in improving the student's reading comprehension. This is proven by the total scores on the pre-test and post-test, namely in the pre-test the class' mean score was 45.17. In the cycle I test, the class' mean score was 62.17. And in the cycle II test, the class' mean score was 74.17. It can be concluded that the class' mean score from pre-test to cycle I test improved 37.6% and 64.2% from pre-test to cycle II test. In short the result of each cycle prove that students' achievement of reading comprehension was getting better after this strategy was conduct in teaching

⁵⁰ Aminah Nurhasanah, "Improving...", p. 113

and learning process. It can be concluded that by using DRAW strategy in reading class, student' reading comprehension can be improved.⁵¹

Based on the results of the discussion above, the researcher can conclude that the DRAW strategy could increase the student's reading comprehension as evidenced by the results of increasing the value experienced by students and learning outcomes could reach indicator of success, namely the students could pass the KKM.



⁵¹ Dwi Wahyu Alfajar, "Improving ...,P. 4

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After analyzing the results of action research, it could be seen that the DRAW strategy improved students' reading comprehension of narrative text. This was evidenced by the results of student test scores. The results of students' scores before implementing the DRAW strategy (pre-test) was 35 categorized as poor, and after implementing the strategy, the students' score (post-test I) was 67 categorized as fair, and at (post-test II) 81 categorized as excellent. The observation checklist in cycle I showed that students' observation was 53 categorized as poor and in cycle II was 81 categorized score excellent. The DRAW strategy also could improve students participation and more active during the teaching and learning process in the classroom. And from observation teacher's checklist in cycle I was 66 categorized as fair and in cycle II was 84 categorized as excellent. This mean that students' reading comprehension and the teacher's activity during reading comprehension class was improved by DRAW strategy and the teaching and learning process in the ninth grade of senior high school.

B. Suggestions

With the research findings in applying DRAW strategies to improve students' reading skills, the researcher offers the following suggestions:

1. English teacher at Ma Da'watul Khaer Kumbak, in the ninth grade should try to apply DRAW strategy to improve students' reading ability.
2. English teacher at Ma Da'watul Khaer Kumbak, in the ninth grade must guide and establish good communication and teaching with students in class.

3. English teacher at Ma Da'watul Khaer Kumbak, in the ninth grade must handle student activities during the teaching and learning process.
4. Researchers hope that students at Ma Da'watul Khaer Kumbak, in the ninth grade always do the practices that have been taught by him.



Perpustakaan UIN Mataram

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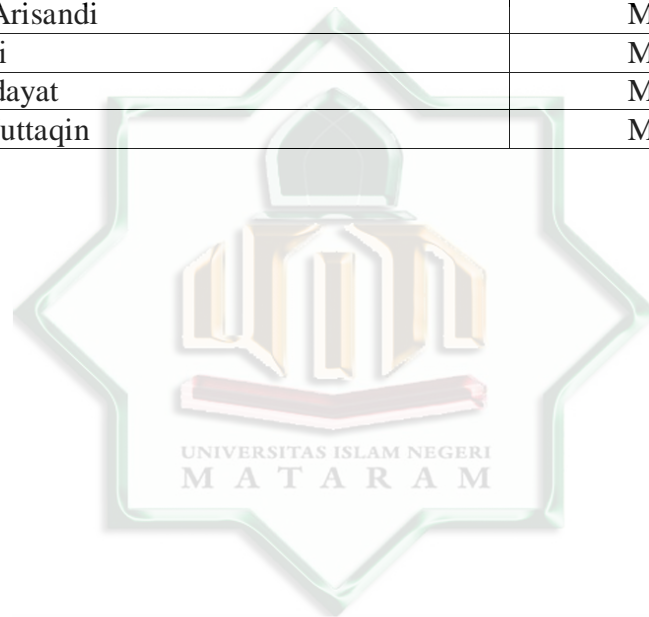
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APPENDICES

Appendix 1. List of Subject

No.	Nama Siswa	Gender
1	Amad Sarhan	Male
2	Andika Azhari	Male
3	Aziz Hafizi	Male
4	Gopan Asmayadi	Male
5	Ihsan Madani	Male
6	Idham Kholid	Male
7	Khairul Anam	Male
8	Misbahul Khairi	Male
9	Sohibul Arisandi	Male
10	Sya' Rani	Male
11	Rizki Hidayat	Male
12	Zainul Muttaqin	Male



Perpustakaan UIN Mataram

Appendix 2. Lesson Plan Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SIKLUS 1

Nama Sekolah : MA Da'watul Khaer Kumbak

Mata Pelajaran : Bahasa Inggris

Aspek/Skill : Reading

Kelas/Semester : XI

Alokasi Waktu : 2 x Pertemuan (2 x 40 menit)

A. Standar Kompetensi

Membaca

Memahami makna dalam cerita pendek sederhana berbentuk recount and narrative untuk berinteraksi dengan lingkungan sekitar.

Mendengar

Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

C. Indikator Pencapaian Kompetensi

Siswa mampu memahami teks narrative yang diberikan dan materi yang diajarkan.

D. Tujuan Pembelajaran

Siswa dapat memahami teks narrative dan materi yang diajarkan.

E. Materi Pembelajaran

- Narrative text

F. Metode Pembelajaran

Draw, Read, Attend, and Write (DRAW)

G. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan 1–2

1. Kegiatan Awal

- a. Salam dan tegur sapa kepada siswa ketika memasuki ruangan kelas (greeting)
- b. Berdo'a, Mengabsen kehadiran siswa, menyiapkan buku pelajaran dan materi tentang narrative text
- c. Memberikan motivasi kepada siswa
- d. Peneliti memberikan *brainstorming* kepadasiswa
- e. Peneliti memberikan teks kepada siswa dan menanyakannya untuk mengambil perhatian siswa
- f. Mengajukan pertanyaan untuk mereview materi sebelumnya dan penjelasan tentang materi yang akan di pelajari.

2. Kegiatan Inti

- a. Peneliti menjelaskan tentang DRAW strategy.
- b. Peneliti menjelaskan tentang narrative text
- c. Siswa diberi teks pilihan untuk dibaca.
- d. Guru menyiapkan soal-soal yang membahas berbagai tingkat pemahaman. Pertanyaan-pertanyaan ini diberi nomor dan harus ditempatkan dalam urutan yang membantu mendorong diskusi.
- e. Siswa diberi lembar dengan semua pertanyaan.
- f. Guru memotong satu lembar sehingga setiap soal berbentuk strip. Strip dicampur, dan siswa menggambar strip.
- g. Siswa membaca seleksi. Mereka bertanggung jawab untuk menjawab pertanyaan yang telah mereka pilih, tetapi mereka harus membaca semua pilihan agar dapat menjawab kuis di akhir.
- h. Setelah semua orang membaca pilihan, guru meminta jawaban atas pertanyaan, dimulai dengan pertanyaan pertama. Sepanjang tanggapan terhadap pertanyaan, guru dapat mendorong diskusi dengan mengajukan pertanyaan yang mengarahkan untuk memungkinkan siswa menunjukkan pemahaman mereka.
- i. Siswa harus memperhatikan jawabannya. Setelah semua soal dijawab, siswa memasang lembar soal dan stripnya.
- j. Guru membacakan setiap pertanyaan dengan lantang, dan siswa menuliskan jawabannya.

3. Kegiatan Akhir/Penutup

- a. Memberikan umpan balik terhadap proses dan hasil pembelajaran

- b. Membahas kesulitan yang dialami siswa selama kegiatan belajar mengajar.
- c. Membuat kesimpulan dari materi pembelajaran.
- d. Peneliti memberikan reward kepada siswa
- e. Penutup

H. Penilaian

- 1. Teknik Penilaian : Tes Tertulis
- 2. Bentuk Instrumen : Isian (*Terlampir*)

Mengetahui
Kepala Sekolah,

Junaidi S. H.
NIP.

Kumbak, 1 Januari 2023

Peneliti,

Sukriai
180107129

Perpustakaan UIN Mataram

Appendix 3. Lesson Plan Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SIKLUS 2

Nama Sekolah : MA Da'watul Khaer Kumbak

Mata Pelajaran : Bahasa Inggris

Aspek/Skill : Reading

Kelas/Semester : XI

Alokasi Waktu : 2 x Pertemuan (2 x 40 menit)

I. Standar Kompetensi

Membaca

Memahami makna dalam cerita pendek sederhana berbentuk recount and narrative untuk berinteraksi dengan lingkungan sekitar.

Mendengar

Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

J. Kompetensi Dasar

Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

K. Indikator Pencapaian Kompetensi

Siswa mampu memahami teks narrative yang diberikan dan materi yang diajarkan.

L. Tujuan Pembelajaran

Siswa dapat memahami teks narrative dan materi yang diajarkan.

M. Materi Pembelajaran

- Narrative text

N. Metode Pembelajaran

Draw, Read, Attend, and Write (DRAW)

O. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan 1–2

4. Kegiatan Awal

- a. Salam dan tegur sapa kepada siswa ketika memasuki ruangan kelas (greeting)
- b. Berdo'a, Mengabsen kehadiran siswa, menyiapkan buku pelajaran dan materi tentang narrative text
- c. Memberikan motivasi kepada siswa
- d. Peneliti memberikan *brainstorming* kepadasiswa
- e. Peneliti memberikan teks kepada siswa dan menanyakannya untuk mengambil perhatian siswa
- f. Mengajukan pertanyaan untuk mereview materi sebelumnya dan penjelasan tentang materi yang akan di pelajari.

5. Kegiatan Inti

- a. Peneliti menjelaskan tentang DRAW strategy.
- b. Peneliti menjelaskan tentang narrative text
- c. Siswa diberi teks pilihan untuk dibaca.
- d. Guru menyiapkan soal-soal yang membahas berbagai tingkat pemahaman. Pertanyaan-pertanyaan ini diberi nomor dan harus ditempatkan dalam urutan yang membantu mendorong diskusi.
- e. Siswa diberi lembar dengan semua pertanyaan.
- f. Guru memotong satu lembar sehingga setiap soal berbentuk strip. Strip dicampur, dan siswa menggambar strip.
- g. Siswa membaca seleksi. Mereka bertanggung jawab untuk menjawab pertanyaan yang telah mereka pilih, tetapi mereka harus membaca semua pilihan agar dapat menjawab kuis di akhir.
- h. Setelah semua orang membaca pilihan, guru meminta jawaban atas pertanyaan, dimulai dengan pertanyaan pertama. Sepanjang tanggapan terhadap pertanyaan, guru dapat mendorong diskusi dengan mengajukan pertanyaan yang mengarahkan untuk memungkinkan siswa menunjukkan pemahaman mereka.
- i. Siswa harus memperhatikan jawabannya. Setelah semua soal dijawab, siswa memasang lembar soal dan stripnya.
- j. Guru membacakan setiap pertanyaan dengan lantang, dan siswa menuliskan jawabannya.

6. Kegiatan Akhir/Penutup

- a. Memberikan umpan balik terhadap proses dan hasil pembelajaran

- b. Membahas kesulitan yang dialami siswa selama kegiatan belajar mengajar.
- c. Membuat kesimpulan dari materi pembelajaran.
- d. Peneliti memberikan reward kepada siswa
- e. Penutup

P. Penilaian

- 3. Teknik Penilaian : Tes Tertulis
- 4. Bentuk Instrumen : Isian (*Terlampir*)

Mengetahui
Kepala Sekolah,

Junaidi S. H.
NIP.

Kumbak, 1 Januari 2023

Peneliti,

Sukriai
180107129



Perpustakaan UIN Mataram

Appendix 4. Pre-Cycle Test

Name :

Class :

Number 1-3 based on the following the text

Prophet Adam

Allah made the mountains and the seas. He made all the animals. He made the heavens and the stars. He made the sun and the moon and He made the angels. The angels were like Allah's servants and did everything He ordered. Then Allah decided to make a man. He called this first man Adam.

He taught him many things so that Adam had more knowledge than the angels. There was one Jinn, called Iblis and he thought he was better than Adam so Allah would not let him stay with the other angels.

He was to be called 'Shaytan', the Devil. Shaytan blamed Adam for what had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good. The place was called Paradise. It was a very nice place but Adam was a little lonely, on his own all of the time. Allah decided to help Adam. He made Hawa to be Adam's wife. They were happy and liked living in Paradise. There was, however, one thing they were not allowed to do. There was a special tree and Allah had told them they must not eat any fruit from that tree.

At first Adam and Hawa were very good and kept away from the tree. Shaytan decided to do something very naughty. He told them they were silly to keep away from the tree. He said nothing would happen if they ate its fruit. He said the fruit was delicious and they should try it. After a while they began to listen to Shaytan and thought they would have just a little taste of the fruit, just to see what it was like.

Shaytan was very happy because he had made them disobey Allah. As soon as they had eaten the fruit, Adam and Hawa realised that they had been very naughty and they felt guilty for what they had done. Allah forgave them But He wouldn't let them stay in Paradise any more So He sent them to live on earth.

Question :

1. What knowledge did Allah give prophet Adam after he created him ?
2. Why were prophet Adam and Hawa banished to the Earth ?
3. Who urged prophet Adam and his wife to eat the fruit from the forbidden tree

Appendix 5. Test 1

Name :

Class :

Number 1- 2 based on the following the text

Prophet Nuh

After many years Adam had grandchildren and evengreat grandchildren. There were now lots of people on earth. Many of them obeyed Allah but some were not so good and did just what they wanted to do all the time. This made Allah very unhappy.

Allah chose Nuh, a good man, to tell the people that what they were doing was wrong. But they wouldn't listen to him and carried on doing bad things. Allah decided that all the naughty people should be punished.

He told Nuh to build a big ark near his house. Nuh quickly got busy choosing good wood and building it up into a fine ark. A lot of people laughed at him but he did not take any notice of them, because Allah had told him what to do. When he had finished, he put lots of food into the ark and collected the good people together. They also took lots of animals with them into the ark, two of every kind.

One day, all of a sudden, the sky went very dark and it started to rain. Lightly at first, then more and more heavily. Soon there was water everywhere. The bad people were not laughing any more. They were frightened because they had no shelter from the water. Only the good people in the ark were safe and dry.

Perpustakaan UIN Mataram

Question :

1. Why did Allah send prophet Nuh to people ?
2. What did Allah tell prophet Nuh to do ?

Number 3-5 based on the following the text

Prophet Salih

The people of Thamud lived in a valley called al-Hajr in the north of Arabia. It was a good land so everything grew very easily. Cattle and sheep grazed on the land. Everyone had plenty of everything.

When people have a lot they sometimes forget who provides everything, they sometimes forget Allah. When this happens Allah sends a messenger or a prophet to try to

help the people. To the people of Thamud, Allah sent Salih. Salih told the people to remember Allah but a lot of people just laughed at him and would not listen.

He did not give up. He still tried to persuade them to worship Allah and soon people began to listen. They realised Salih was right. The leaders of Thamud were upset by this. They did not want people to listen to Salih. They did not believe Salih was sent by Allah. They wanted him to prove it, they wanted a sign. They told Salih to bring them a camel but it had to be a special camel.

Salih prayed to Allah and Allah sent the special camel. The camel gave lots and lots of milk so all the poor people had enough to drink, and they were very happy. The leaders of Thamud became angry again to see Salih and his followers so happy. They decided to kill the camel. Salih told them that Allah would punish them.

Salih took all the good people away from the valley. A terrible earthquake came and destroyed the valley and all the bad people. If they had listened to Salih they would have been saved.

Question :

3. Where did the people of Thamud live ?
4. Which Prophet did Allah send to the people of Thamud ?
5. What punishment did Allah send to the people of Thamud ?

Appendix 6. Test 2

Name :

Class :

Number 1-5 based on the following the text

Prophet Hud

A long time ago, a great tribe lived in the South of Arabia. They were called Aad. They were very clever and could do many things. They used the mountains for their homes. They carved out great mansions with wonderful pillars.

They called their city Iram. It was very famous. As time went on, the people of Aad thought more about themselves and less about Allah. They thought they didn't need Allah, because they had lots of money and power.

They thought they were being clever but really they were foolish. Before long they turned to bad ways. Gangs of them used to rob and kill people travelling by. There was still one good man among them. His name was Hud. He did not belong to any of the gangs. He did not agree with the things they did.

He tried to tell them to stop their bad ways and told them to follow Allah's ways. Hud said Allah would punish the bad ones but most of the people still would not listen. They thought they were more clever than the messenger of Allah.

Allah told Hud to take all the good people into a big cave near the city. The very next day a terrible tornado came and only the good ones, the ones who had listened, were saved.

Question :

1. What is the characteristics of people of Aad ?
2. Why Allah angry to people of Aad ?
3. Who is the prophet that Allah send to people of Aad ?
4. What is the punishment from Allah that made people of Aaddied ?
5. What is the lesson that you can take from the story ?

Number 6-8 based on the following the text

Prophet Yunus

The prophet Yunus was sent to Ninevah. He became known as the Lord of the Fish (Dhan-Nun). He warned the people about their evil ways and told them to follow

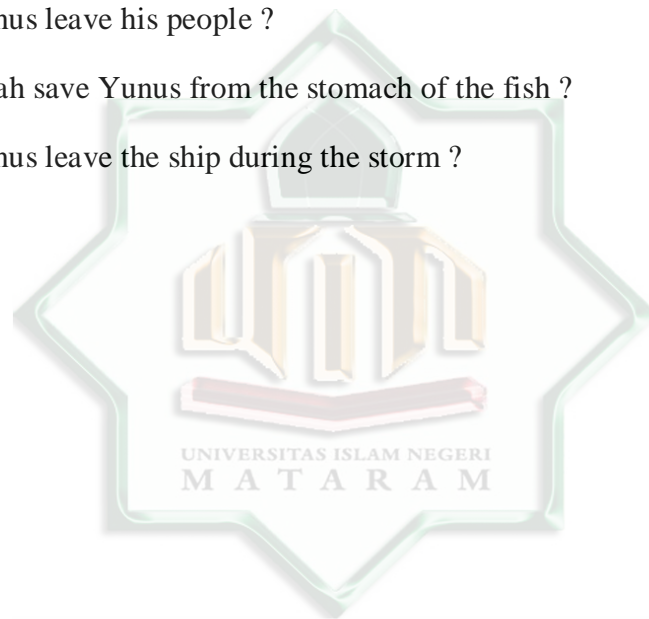
Allah but they would not listen. Yunus was so angry he left. He sailed away but the ship was so full and heavy, poor Yunus was thrown overboard.

He was swallowed by an enormous fish and he lived in its belly for three days. Then the fish spewed him out on a shore. He was very ill but Allah was protecting him. A plant grew and its leaves protected Yunus from the sun and kept the flies away.

A wild goat provided him with milk. When he became better he went back to Ninevah and gave the people Allah's message once more. This time the people listened and Allah forgave them.

Question :

6. Why did Yunus leave his people ?
7. Why did Allah save Yunus from the stomach of the fish ?
8. Why did Yunus leave the ship during the storm ?



Perpustakaan UIN Mataram

Appendix 7. Documentation



The teacher explained the DRAW strategy and narrative text



The teacher gave the students narrative text to read



The students read narrative text after explaining from the teacher



The students did the post-test



YAYASAN PONDOK PESANTREN DA'WATUL KHAER KUMBAK LUAH
MADRASAH ALIYAH DA'WATUL KHAER KUMBAK
Desa Setiling Kec.Batukliang Utara Kab. Lombok Tengah-NTB. Kode Pos 83552

Yang bertanda tangan di bawah ini Kepala MA Da'watul Khaer Kumbak, dengan ini menyatakan bahwa :

Nama : SUKRIADI
NIM : 180107129
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Keguruan
Sekolah Tinggi : Universitas Islam Negeri Mataram

Bahwa mahasiswa dengan identitas tersebut di atas benar telah melakukan penelitian di MA Da'watul Khaer Kumbak, dengan judul penelitian "IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH DRAW STRATEGY AT THE NINTH GRADE OF MA DA'WATUL KHAER KUMBAK IN ACADEMIC YEAR 2022/2023" mulai pada Tanggal 19 Januari sampai dengan 19 Februari tahun 2023.

Demikian surat keterangan ini dibuat untuk digunakan sebagai mana mestinya. Atas perhatiannya diucapkan terimakasih

Kumbak luah, 23 Februari 2023

Mengetahui

Kepala MA Da'watul Khaer Kumbak

JUNAIDI, S.HI



PEMERINTAH KABUPATEN LOMBOK TENGAH
BADAN KESATUAN BANGSA DAN POLITIK
Jalan. Raya Puyung Komplek Kantor Bupati Gedung A Lantai 1

SURAT - REKOMENDASI

Nomor : 070/044/1/R/BKBP/2023.

1. Dasar :

- a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
- b. Surat dari Wakil Dekan Bidang Akademik Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Matarani, Provinsi Nusa Tenggara Barat, Nomor : 54/Un.12/FTK/PP.00.9/01/2023, Tanggal 16 Januari 2023.
Perihal : Permohonan Rekomendasi Penelitian.

2. Menimbang :

Setelah mempelajari Surat/Proposal Survei/Rencana kegiatan Penelitian yang diajukan, maka Badan Kesatuan Bangsa dan Politik Kabupaten Lombok Tengah dapat memberikan Rekomendasi Ijin Penelitian kepada :

Nama : SUKRIADI
NIM : 180107129
Alamat : Dusun Kumbak Luah Desa Suling Kecamatan Balukiang Utara, Kabupaten Lombok Tengah
No. HP. No. 087853334985
Pekerjaan/Jurusan : Mahasiswa/Tadris Bahasa Inggris.
Bidang/Judul/Kegiatan : IMPROVING STUDENTS' READING COMPREHENSION OF NARATIVE TEXT THROUGH DRAW STRATEGY AT THE NINTH GRADE OF MA DA'WATUL KHAER KUMBAK.
Lokasi : MA DA'WATUL KHAER KUMBAK, LOTENG.
Jumlah Peserta : 1 (satu) orang.
Lamanya : 1 (satu) bulan dari Tanggal 19 Januari s/d 19 Februari 2023.
Status Penelitian : Baru

3. Dalam melakukan kegiatan agar yang bersangkutan mematuhi ketentuan sebagai berikut:

- a. Sebelum melakukan kegiatan Penelitian/Observasi agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
- b. Tidak melakukan kegiatan yang tidak ada kaitannya dengan Bidang/Judul dimaksud, apabila melanggar ketentuan akan dicabut Rekomendasi/Ijin Observasi dan menghentikan segala kegiatan.
- c. Menjalani ketentuan Perundang-undangan yang berlaku serta mengindahkan adat istiadat setempat;
- d. Apabila masa berlaku Rekomendasi/Ijin telah berakhir, sedangkan pelaksanaan kegiatan tersebut belum selesai maka perpanjangan Rekomendasi/Ijin agar diajukan kembali sebagaimana proses pengajuan awal;
- e. Melaporkan hasil-hasil kegiatan kepada Bupati Lombok Tengah, melalui Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Lombok Tengah.

Demikian Surat Rekomendasi/Ijin Penelitian ini dibuat untuk dapat dilaksanakan sebagaimana mestinya.

Praya, 18 Januari 2023
An. Kepala Badan Kesatuan Bangsa Dan
Politik Kab. Lombok Tengah
Kepala Bidang Politik & Ormas



Tembusan disampaikan kepada Yth. :

1. Bupati Lombok Tengah di Praya;
2. Camat Balukiang Utara Kab. Lombok Tengah di Teratak.
3. Kepala MA Da'watul Khaer Kumbak, Desa Suling di Kumbak.
4. Yang Bersangkutan;
5. Arsip.



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Nomor : 54/Un.12/FTK/PP.00.9/01/2023

Mataram, 16 Januari 2023

Lampiran : 1 (Satu) Berkas Proposal

Perihal : Permohonan Rekomendasi Penelitian

Kepada:

Yth. Kepala Bakesbangpol Lombok Tengah

di-

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : Sukriadi
NIM : 180107129
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Tujuan : Penelitian
Lokasi Penelitian : MA DA'WATUL KHAER KUMBAK, LOTENG
Judul Skripsi : IMPROVING STUDENTS' READING COMPREHENSION OF NARATIVE TEXT THROUGH DRAW STRATEGY AT THE NINTH GRADE OF MA DA'WATUL KHAER KUMBAK.

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Wakil Dekan

Wakil Dekan Bidang Akademik,



Dr. Saparudin, M.Ag

NIP. 197810152007011022



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Sertifikat Ini Diberikan Kepada :

SUKRIADI

180107129

FTK/TBI

Dengan Judul SKRIPSI

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH
DRAW STRATEGY AT THE NINTH GRADE OF MA DA'WATUL KHAER KUMBANK IN

ACADEMIC YEAR 2022/2023

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

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Sertifikat ini Diberikan Kepada:

SUKRIADI1
80107129

FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.

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