

Improving Students' Reading Comprehension of Narrative Text Through Draw Strategy

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ABSTRACT

The objectives of this study are to know how is DRAW strategy applied in teaching reading comprehension of narrative text and in what ways are students' achievement improved after being taught by this strategy. The writer collected the data by using classroom action research. The action research was carried out in some steps. Those steps were pre-elimination test, spiraling the cycle of planning, acting, observing and reflecting. The instruments that were used are tests, observation sheets and questionnaires. DRAW strategy is one of strategies that can be applied in teaching reading. D represents draw as in pull questions out of the box. R is for read to find the answer. A stands for attend as in listen to what classmates say as they discuss answers to drawn questions. And W represents write; students write answers to a selected few questions based on their notes from the class discussion. With DRAW, students work in small groups to discuss a text and respond to questions that involve critical thinking. In short, DRAW strategy encourages higher order thinking, motivates students in gaining information, promotes discussion, encourages listening, and promotes participation. The preelimination test in this classroom action research was used to know the students' achievement on reading comprehension of narrative text before conducting the research. In the pre-elimination test, the class' mean score was 45.17. In the cycle 1 test, the class' mean score was 62.17. And in the cycle 2 test, the class' mean score was 74.17. It can be concluded that the class' mean score from preelimination test to cycle 1 test improved 37.6% and 64.2% from pre-elimination test to cycle 2 test. In short, the result of each cycle prove that students' achievement of reading comprehension was getting better after this strategy was conducted in teaching and learning process. It can be concluded that by using DRAW strategy in reading class, students' reading comprehension can be improved. This strategy is a good technique to help students in comprehending English reading texts.

Keywords: *students' reading comprehension, narrative text, DRAW strategy*

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INTRODUCTION

English is an international language that is used in most of countries in the world. English becomes an important medium to communicate among people in daily transactions. These reasons cause many countries which are not English speaking countries, including Indonesia, take part in the pace of English enhancement. In order to face the development of English, Indonesia takes English as one of the subjects in the school curriculum.

In learning English as a foreign language, students should learn the language skills (listening, speaking, reading, and writing) particularly in order to guide them to be able to use English communicatively. According to Harmer (2010:12), "students of EFL (English as a Foreign

Language) tend to be learning so that they can use English when travelling or to communicate with other people, from whatever country, who also speak English.”

Communicative in the language learning does not only mean that language can be used as the way to communicate by using spoken language, but also the use of written language as the way to create communication. Spoken and written language are two different things in the language aspects. Spoken language deals with listening and speaking skills of language; on the other hand, written language deals with reading and writing skills of language.

Since the use of School-based Curriculum in Indonesia (KTSP), English is a compulsory subject in junior and senior high school. Its purpose is to conduct the young generation to be able to face the world which has assertion to master English so they have a vast association. Mulyasa (2009) stated that there are principles that should be considered in developing curriculum based on KTSP: (1) oriented in potential, development and needs of students, (2) varied and integrated, (3) responsive to the development of science, technology, and art, (4) relevant to life needs, (5) general and continued, (6) long life education, and (7) balance among global, national, and local needs.

Based on School-based Curriculum, English curricula for junior and senior high school stipulate that English subject should include four skills: listening, speaking, reading and writing. Nevertheless, reading becomes very important to be taught since most of the materials of teaching and learning are in written form. It means that students need to improve their reading skills in order to understand the materials.

Ruddell (2005:30) stated that: Reading is the act of constructing meaning while transacting text. It means that reading is a process of transferring ideas and information from the writer to the reader as a form of communication. The reader’s ability to construct meaning from the text depends on his or her ability to use information available in text. It may be new information or already known.

METHOD

There are several designs of the experimental research. One of them is preexperimental design. I used pre-experimental design. They are one-shot case study, one group pre-test post-test study, and static group comparison study. I used one group pre-test post-test design. Based on Leedy (1997: 232-233), the aim of this design is to evaluate the influence of a variable.

By this design, one group is given a pre-test, followed by treatments, and finally a post-test. Creswell (1994 : 132) points out that this design includes a pretest measure followed by a treatment and a post-test for a single group. Besides, there is no comparison group in this design. One group pre-test post-test design can be described as follows:

In which:

O1 = pre-test
X = treatment

According to Cohen, Manion, and Morrison (2005: 215), there are some procedures in conducting experimental research.

- (1) First, the researcher must identify and define the research problems, formulate hypotheses, and select appropriate levels at which to test the independent variables.
- (2) Second, the researcher must take account of the population, select instruments, choose tests and decide upon appropriate methods of analysis.
- (3) Third, before starting the actual experiment, the researcher must pilot test based on the experimental procedures. During the experiment itself, the researcher must try to follow tested and agreed-on procedures.

Table 3.1 Treatment's Schedule for Pre-Experimental Research

No	Activities	Date					Class
		January 15 th	January 21 st	January 22 nd	January 28 th	January 29 th	
1	Try-out test						VIII B
2	Pre – test						VIII A
3	Treatment 1						
4	Treatment 2						
5	Post-test						

The research was conducted at SMPS Yayasan Johan Sentosa located on Sungai Jernih Street, Bangkinang, Kampar. There was one group that was experimented. I used one class in collecting data, whereas the other class was used to measure the validity, reliability, difficulty level and discriminating power of the test that was used in the class experimented. I used two classes for the try-out group and the experimental group. I chose class VIII B for the try-out group and class VIII A for the experimental group.

FINDING AND DISCUSSION

In this chapter, the writer presents the analysis of the result of experimental study that had been conducted in SMPS Johan Sentosa in the academic year of 2023/2023. The research was started from May, 11st 2023 until May, 24th 2023. SMP N 6 Semarang is National Standard School (SSN) or we may call *Sekolah Standar Nasional*. English subjects are not only viewed as a subject, but also as an exact subject that is always tested at the General Examination (UN) in the SMPS Johan

Sentosa . The VIII B and VIII C students became the sample of this study. The students of VIII C were the experimental group and the students of VIII B were the control ones. Those classes could play cooperatively in the teaching and learning process. This study was aimed to investigate the significance difference on the students' comprehending in reading narrative text for those were taught by using semantic mapping strategy for experimental class and were taught by using quick reading method for control group.

This research, there were three main activities, pretest, treatments, and posttest. Those activities were done on fourth meetings because the limited time which given by the teacher and the material were explained before by the teacher, so the writer gave pretest, review the material briefly, explained the strategy and gave posttest. The pretest was held at the first meeting. The treatments conducted in the second and third meetings. The last was posttest which held to measure the students' comprehending of reading narrative text after getting the treatments.

Pre-test Finding

The pretest was conducted on Wednesday, May 15th 2023 for experimental group and on Thursday, May 16th 2023 for experimental group. It was held in the first meeting. There were 30 students of VIII C as the experimental group and 30 students of VIII B as the control group joined the test. The purpose of this test was to know the initial condition of the students' achievement in reading narrative text. In this test, the students were asked to answer 25 questions based on the reading passages. The time for students doing the pre-test was 40 minutes.

The average score on the pretest of the experimental group was 51.2667 and the control group was 64. The following is a table which shows the distribution of pretest score in experimental and control groups. Frequency is the number of the students in one interval. Percentage is the number of students in one interval divided to the total number of the students and timed 100%.

To show the achievement of the score by the students, distribution of the scores is described in frequency and percentage as follows:

Table 4.7
The Distribution of Pretest Score of Experimental and Control Groups

Interval	Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage
35-39			3	10
40-44	4	13.3333333	5	16.6667
45-49	4	13.3333333	4	13.3333
50-54	2	6.6666667	5	16.6667
55-59	7	23.3333333	8	26.6667
60-64	7	23.3333333	4	13.3333
65-69	4	13.3333333	1	3.33333
70-74	2	6.6666667		

TOTAL	30	100	30	100
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There were eight polygons to present the result of pretest score. Each polygon described the amount percentage of students in each interval. The graphic of the pretest result can be seen as follows:

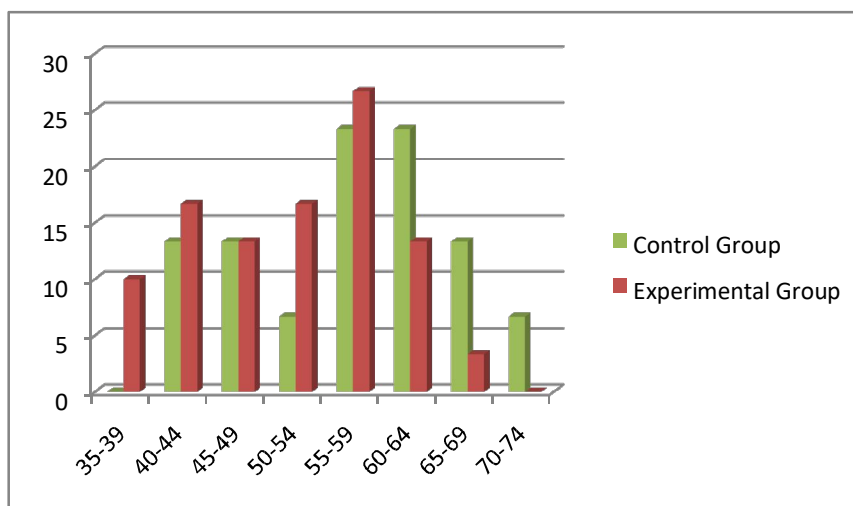


Figure 4.1 The Distribution of Pre-test Score of Experimental and Control Groups

From the table and chart above, it could be seen, that the higher percentage in the control group was 23,3 % in interval 55-59 and 60-64, and the total frequency was 14 of 30 students. The lowest percentage in the control group was 6,7 % in interval 50-54 and 70-74, and the total frequency was 4 of 30 students.

Meanwhile, the higher percentage in experimental group was 26,6 % in interval 55-59 and the frequency was 8 of 30 students. The lowest percentage in the experimental group was 3,3 % in interval 65-69 and the frequency was 1 of 30 students.

Homogeneity of the Experimental and Control Group

After taking the pretest, the homogeneity of the two groups was analyzed. The homogeneity test was conducted to find out whether the groups' were similar on their English reading achievement or not. Homogeneity was to know that both two classes are homogeneous. It was important because the similarity of both objects would influence the test result. If both classes are not homogenous, the treatment also cannot be conducted because both classes do not have same ability in reading narrative text achievement.

The homogeneity of pretest of both experimental and control groups was computed as follows:

$$F = \text{—}$$

$$F = 78.823$$

64.5851

$$F = 1.2205 = 1.221$$

The result was consulted with the value of F table with dk numerator $V_e = n_1 - 1 = 30 - 1 = 29$, the dk denominator $V_c = n_2 - 1 = 30 - 1 = 29$, and $\alpha = 5\%$, squared to $V_e = 30$ and $V_c = 30$ was 1.85. The result of the homogeneity test showed that there was homogeneity. It was concluded based on the students' reading ability between the experimental group and the control group on the pretest where the F value was lower than the F table that was 1.221 compared with 1.85 as the F table. By knowing the result of homogeneity test I concluded that the two groups were homogeneity so that the research could be continued on those two groups as the objects of the study.

Normality of the Experimental Group

The normality of the data was analyzed as well as the homogeneity. After finishing the process of the pretest data gathering, the normality should be checked in order to know if the data could be analyzed. Normality was counted to know that all scores are normal. If the scores are not normal, the treatment cannot be conducted because they do not have same average in reading achievement ability.

Based on the data of pretest of the experimental group, the normality was analyzed. The computation, X^2_{hitung} was 3.085 and $X^2(\alpha)(dk) = X^2(5\%)(2) = 5.9910$. The result showed that the data was normal because $X^2_{hitung} 3.085 < 5.9910$ then pretest score for the experimental group was said to be normally distributed.

Normality of the Control Group

Based on the computation, X_{hitung} was 2.840. Then, the pretest results of the control group were consulted with critical value of $X^2(\alpha)(dk)$ with $\alpha = 0.05$ and $dk = 2$, whose result was 7.82. Since the value of $X^2(\alpha)(dk)$ of pretest of the control group were lower than 7.82, the data were considered to be normally distributed.

Post-test Finding

The posttest was conducted on Thursday, May 23rd 2023 for control class and on Friday, May 24th 2023 for experimental class. There were 30 students of experimental group and 30 students of control group joined this test. The posttest in this study had a purpose to measure the students' reading achievement after getting treatments. The students did the posttest through reading test. The process of post-test was similar with the pretest the students of both experimental and control groups were given 25 questions of multiple choices. The test spent about 40 minutes.

From the result, the students' average scores were analyzed. The average score of the experimental group was 76.0667 and the control group was 70.2667. Below was the table of the students' distribution score on the posttest.

Table 4.8
The Distribution of Posttest Score of Experimental and Control Groups

Interval	Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage
45-49	2	6.66667	0	0
50-54	1	3.333333	0	0
55-59	0	0	0	0
60-64	1	3.333333	1	3.33333
65-69	4	13.33333	1	3.33333
70-74	14	46.66667	9	30
75-79	6	20	9	30
80-84	2	6.66667	8	26.6667
85-89	0	0	2	6.66667
TOTAL	30	100	30	100

There were nine polygons to present the result of posttest score. Each polygon described the amount percentage of students in each interval. The graphic of the posttest result can be seen as follows:

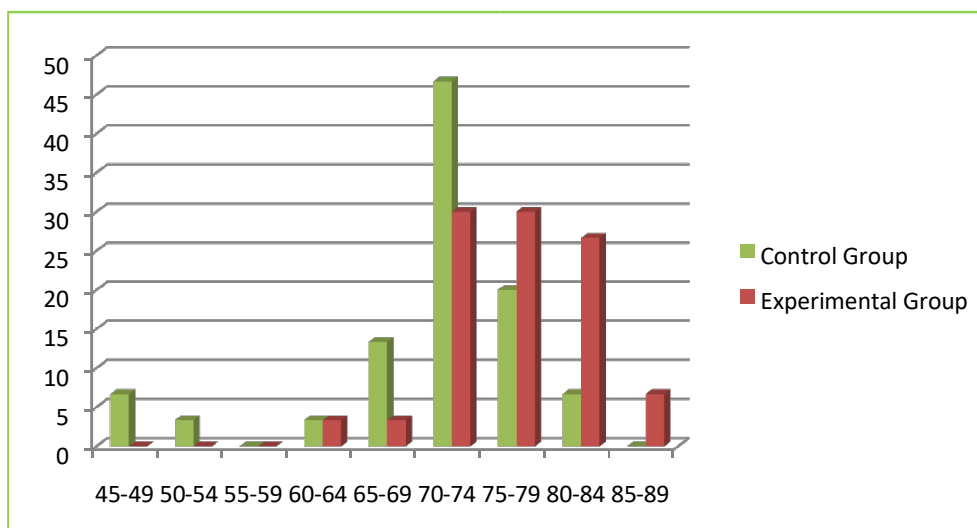


Figure 4.2 The Distribution of Post-test Score of Experimental and Control Groups

From the chart above, it could be seen, that the higher percentage in the control group was 46,7 % in interval 70-74, and the total frequency was 14 of 30 students. The lowest percentage in the control group was 3,3 % in interval 50-54 and 60-64, and the total frequency was 2 of 30 students. Meanwhile, the higher percentage in experimental group was 30 % in interval 70-74 and 75-79 and the frequency was 18 of 30 students. The lowest percentage in the experimental group

was 3,3 % in interval 60-64 and 65-69 and the frequency was 2 of 30 students. In sum, from the result of posttest, the students of experimental group got good grades in interval 85-89 whereas the students of control group only got the good grades in interval 80-84. It means that the treatment by using semantic mapping strategy in experimental group more effective that the treatment by using quick reading method in control group.

4.6 Significant Difference of the Two Tests

After all the tests were executed, the two tests were compared. The students did the pretest and the post test well. In this research, the different questions of the pretest and posttest were used, since the purpose of this research was to analyze the significance different on pretest and posttest of the two groups. The pretest questions were taken from first try out questions and the posttest questions were taken from the second try out question. The study gained some data from the students' pretest and posttest. The following chart presented the result of reading pretest and posttest on the experimental and control groups.

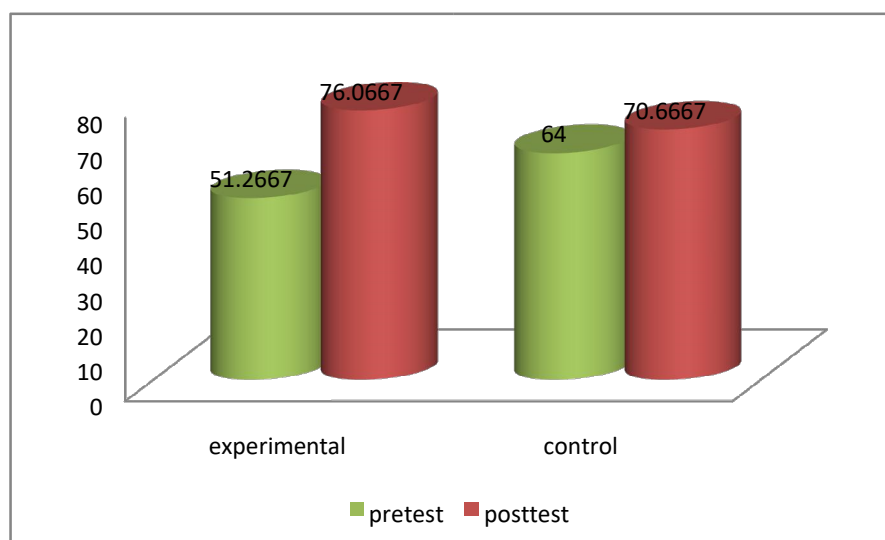


Figure 4.3 The Average of Reading Achievement Pre-test and Post-test on the Experimental and Control Groups

After analyzing the two results between the pretest and posttest, it was found that the mean of the pretest achieved by the students in experimental group who were taught by using semantic mapping strategy was 51.2667. Meanwhile, the mean of the posttest of the same group was 76.0667. So, the percentage of the students' improvement of this group was 32.60%. In a rather simpler observation, It can be concluded that there was a significant improvement between the pretest and the posttest's scores achieved by the students of experimental group. The control group who were taught with quick reading method was also showed the improvement. The mean score of the control group was 64 for the pretest and 70.6667 for the posttest. There was less improvement in this group than the experimental one, it was only 9.43%. The difference of the posttest's mean score between the experimental and the control group was 5.4. Yet, it needed advanced process to

prove whether the difference was significance or not. It would be proven by the t-test, test of significance, in further discussion. The result of pretest and post-test table was provided in order to see the improvement of each individual in pretest and posttest.

In general, almost all of the students made improvement in their reading achievement of narrative text after the treatment. It was proven that the students' achievement of the posttest was higher than that of the pretest.

The Average Scores of the Experimental and the Control Group

After getting all the scores, the computation was made. The first way to know the significant difference of the experiment could be seen through the difference of the means of the two groups.

The following formula was used to get the means:

$$\begin{array}{|c|} \hline \bar{X} \\ \hline Mx = \frac{\sum x}{N} \\ \hline \end{array} \quad \begin{array}{|c|} \hline \bar{Y} \\ \hline My = \frac{\sum y}{N} \\ \hline \end{array}$$

In which,

Mx : the mean of the experimental group

$\sum x$: the sum of all scores of the experimental group

My : the mean of the control group

$\sum y$: the sum of all scores of the control group

N : the number of the subject sample

Based on the computation above, the difference average score between the experimental group and the control group was appeared. On the experimental group, the average score of the pretest was 51.2667 and the posttest was 76.0667. From those scores, the difference of the average score between the pretest and the posttest on the experimental group was 24.8. While, on the control group, the average score of the pretest was 64 and the posttest was 70.2667. The difference average of the score between those tests was 6.2667. It means that the difference average score on the experimental group was higher than in the control group. In conclusion, there was good improvement of the experimental group's

achievement after they received the treatment by using semantic mapping strategy in teaching reading comprehension of narrative text.

T-Test of Post-test of Experimental and Control Group.

From the known data, then we calculated the result of posttest from the experimental and control group as follows:

$$\begin{aligned}
&= \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \\
&= \sqrt{\frac{(30 - 1)(3.4965)^2 + (30 - 1)(7.9889)^2}{30 + 30 - 2}} \\
&= 7.578074
\end{aligned}$$

And to find the *t*-value, I used the formula

$$\begin{aligned}
t &= \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
t &= \frac{7.7007 - 7.027}{7.5780 \sqrt{\frac{1}{30} + \frac{1}{30}}}
\end{aligned}$$

$$t = 3.440$$

The value of the *t*-table with *dk* = 30+30 - 2 = 58 and significance level (α)=5% was 2.00. As the value (3.440) > 2.00, it could be concluded that there was significant difference on posttest between experimental and control groups.
(see appendix 15)

T-T for Reading Achievement's Gain Difference

The result of the *t*-test became the quantitative proof whether the difference of the pretest and posttest means of both group was significant or not. From the known data, then we could calculate the gain of pretest and posttest from the experimental and control group was as follows:

$$\begin{aligned}
&= \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \\
&= \sqrt{\frac{(30 - 1)(5.3400)^2 + (30 - 1)(7.5678)^2}{30 + 30 - 2}} \\
&= 8.03019
\end{aligned}$$

And to find the *t*-value, I used the formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{24.0 - 6.27}{8.030 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = 8.939$$

The value of the t-table with $dk = 30 + 30 - 2 = 58$ and significance level $(\alpha) = 5\%$ was 2.00. As the value $(8.939) > 2.00$. Therefore, the hypothesis that using semantic mapping strategy in teaching reading was more effective than using quick reading method to improve reading comprehension of narrative text of the eighth year students of SMP N 6 Semarang was accepted.

CONCLUSION

Based on the result of the research and the discussion of the result in the previous chapter, it can be drawn some conclusion.

First, DRAW strategy is one of strategies that can be applied in teaching reading. D represents draw as in pull questions out of the box. R is for read to find the answer. A stands for attend as in listen to what classmates say as they discuss answers to drawn questions. And W represents write; students write answers to a selected few questions based on their notes from the class discussion. With DRAW, students work in small groups to discuss a text and respond to questions that involve critical thinking. In short, DRAW strategy encourages higher order thinking, motivates students in gaining information, promotes discussion, encourages listening, and promotes participation.

Second, the use of DRAW strategy gave significant improvement in students' reading comprehension of narrative text. This is proven by the mean of preelimination test and cycle tests. In the pre-elimination test, the class' mean score was 45.17. In the cycle 1 test, the class' mean score was 62.17. And in the cycle 2 test, the class' mean score was 74.17. It can be concluded that the class' mean score from pre-elimination test to cycle 1 test improved 37.6% and 64.2% from pre-elimination test to cycle 2 test. In short, the result of each cycle prove that students' achievement of reading comprehension was getting better after this strategy was conducted in teaching and learning process.

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