Improving the Eighth Grade Students' Reading Comprehension of Recount Texts through DRAW Strategy at SMP Negeri 28 Palembang: A Classroom Action Research

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Abstract: This article reports the results of an action research which involved eighth grade students of SMP Negeri 28 Palembang. The objective of the research was to improve students' reading comprehension on recount texts by means of DRAW (Draw, Read, Attend, Write) strategy. The study was conducted due to several underlying problems, namely: (1) the students experienced difficulties in understanding reading texts, (2) the students were afraid or reluctant to read loudly due to the lack of pronunciation skills, (3) the students reading's comprehension needed to be improved, i.e. by improving students' reading comprehension on recount texts, (4) the students did not understand the purpose of reading texts, (5) The students were rarely taught by using effective strategies. This research was conducted in two cycles, each cycle consisted of four steps, namely: (1) plan, (2) action, (3) observation, and (4) reflection. Findings show that there was increasing average score from cycle 1 (64.22) to cycle 2 (75.63). It means that was 11, 41% improving reading ability to cycle 2. Based on the results, it is concluded that DRAW strategy can improve students' reading comprehension on recount texts through two cycles of the implementation of DRAW strategy.

Keywords: *recount text, DRAW strategy*

Abstrak: Artikel ini melaporkan hasil penelitian tindakan kelas yang melibatkan kelas VIII (delapan) di SMP Negeri 28 Palembang. Tujuan dari penelitian tindakan kelas ini adalah untuk memperbaiki pemahaman siswa membaca *recount text* dengan menggunakan strategi DRAW(menggambar, membaca, mengikuti dan menulis). Studi ini diadakan untuk memperbaiki pemahaman siswa membaca. Adapun permasalahan dari studi ini adalah: (1)Siswa mengalami kesulitan dalam memahami text membaca. (2) Siswa takut dan ragu ketika diminta membaca nyaring karena masih lemah dalam melafalkan kata. (3) Pemahaman siswa membaca perlu diperbaiki, misalnya dengan memperbaiki pemahaman siswa membaca *recount text*. (4) Siswa tidak mengetahui tujuan dari text. (5) Siswa jarang diajarkan dengan menggunakan strategi belajar yang efektif. Penelitian tindakan kelas ini dilaksanakan dengan menggunakan dua siklus, masing-masing setiap siklus ada 4 (empat) tahap, yaitu : (1) rencana, (2) tindakan, (3) observasi, (4) refleksi. Hasil temuan menunjukkan ada peningkatan nilai rata-rata dari siklus ke satu (64.22) ke siklus ke dua (75.63). Ini berarti bahwa ada peningkatan kemampuan membaca pada siklus ke dua. Berdasarkan hasil ini, dapat disimpulkan bahwa strategi DRAW dapat memperbaiki pemahaman siswa membaca *recount text* melalui 2(dua) siklus penerapan strategi DRAW.

Kata-kata kunci: *recount text, strategi DRAW*

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Students should learn the skills (listening, speaking, reading and writing) in using English as a foreign language, mainly in order to be able to use English communicatively. According to Harmer (2010)," Students of EFL (English as a Foreign Language) tend to be learning so that they can use English when visiting or communicating with other people, from whatever country, who additionally speak English". Communicative strategies do not only involve using a language in its spoken forms. Instead, they also involve the use of language in its written forms.

One of language competences that has essential function is reading. This competence is obtained to increase perception about other people's ideas through a book or a writing form. By reading, students are able to understand the writer's way of thinking. It also helps the students in searching new ideas through their critical thinking developed by means of reading. According to Petel and Jain (2008, p. 213) there are three stages in process of reading:

> (1) The first stage is the recognition stage. At this stage the learners simply recognize the graphic counter parts of the phonological items. For instance, he recognizes the spoken words in its written form. (2) The second stage is the structuring stage. The learners see the syntactic relationship of the items and understands the structural meaning of the syntactical units. (3) The third is the "interpretation stage".

Based on the researcher's observation at SMPN 28 (State Junior High School number 28) the result of reading test at eighth grade of SMP N 28 Palembang showed that most of the students obtained scores lower than the passing grade, which was 72. The results of a pretest that the researcher conducted showed that the number of students, who scored above 81, was only eight students. There were five, who obtained a score between 72 and 80. A number of 32 students scored less than 72. It is noticed that the eighth-grade students of SMPN 28 (State Junior High School) had difficulties in comprehending the content of the reading. Therefore, it is clear that the teacher, who is also the researcher, needed to find out an appropriate method to make students able to comprehend the reading text. A strategy is needed to improve students' reading comprehension through the use of

higher order thinking skills. Comprehension of recount texts is one of the basic reading competences to be achieved in the eighth grade of Indonesian classrooms. Therefore, this research focuses on improving eighth students' comprehension of recount texts.

One of the strategies that can be used in teaching reading is DRAW strategy. DRAW strategy can be used in developing critical reading skills, such as getting a main idea and finding out information from a text. Agnew (2000) states that DRAW stands for Draw, Read, Attend, and Write. The strategies involve students working in groups. It is divided into four main steps. The first is "Draw" (D), in which students take a question from a container, then illustrate the question by drawing a picture. The second is "Read" (R), in which students read the materials upon which the questions are based upon and write their answers on the question sheet. The third is "Attend" (A). In this step, the student-group, who drew the first question, read the question, answer it, and give explanation about the answer. The fourth is "Write" (W). During this final step, students discuss and write the answer. When all of the questions are answered, the teacher randomly draws questions to make a quiz. At this stage, students are given the option whether or not to allow the teacher to grade their answers

Sadler (2011, p.12) states that "this strategy involves reading, writing, speaking, and listening. It encourages higher order thinking, motivates students in gaining information, promotes discussion, encourages listening, and promotes participation. The level of questions that are chosen is important." Moreover, Agnew (2000) claimed that DRAW strategy motivates students to acquire knowledge, encourages students to learn from each other and facilitates full participation in the classroom. The interaction among students during reading activities will set the class more active and alive.

METHOD

This research was a Classroom Action Research (CAR), which was done in order to improve a learning problem on teaching and learning process. Fraenkel et al (2012) state that an action research is done by one or more researcher to solve a problem or collect information on learning practices in the classroom. McNiff and Whitehead (2002, p. 39) state that "The focus of action research is to observe behavior and offer descriptions

of what people are doing." Ferrance (2000) asserts that in the educational field, action research is used for various purposes, namely development of school-based curriculum, systems development, and evaluation.

Burns (2003) suggests that there are a number of common features which can be considered in characterizing action research. First, action research is contextual, small-scale and localized, it means that action research determines and discoveries problems with a specific situation and location. Second, action research is evaluative and reflective. It means that action research has a purpose to change and improve teaching and learning process. Third, it is participatory as it involves collaborative investigation. It means that action research engages a team of people who see the value in working, receive mutual benefits for the project, and systematically examine how to improve teaching and learning process through an empirical research. Finally, changes in practice are based on the collection of information or data. It means that action research has an aim to change for the better, to evaluate one's own teaching practices, and to improve strategy in teaching and learning process. "Action research occurs through a dynamic and complementary process, which consists of four essential "moments" of planning, action, observation and reflection" (Kemmis and McTaggart in Burns, 2003, p. 32).

This classroom action research examined how DRAW strategy can improve students' reading comprehension on recount text. The purpose of this research was to examine how the improvement takes place in a foreign language learning classroom setting and how the strategy increases students' classroom participation toward the enhancement of their reading comprehension.
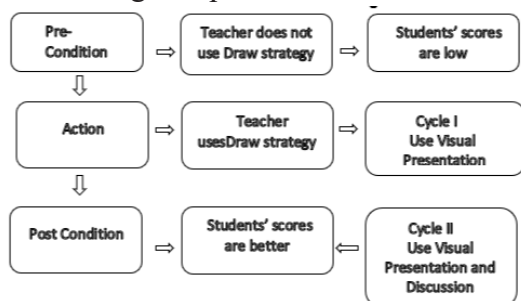

(Haryono, 2015, p. 115)
Figure 1. Framework of Thinking

In the pre-condition, student's score was low. Because many students didn't understand and comprehend on recount texts. There are

many factors which caused this condition. One of them was the teacher's use traditional teacher-centered strategy. Therefore, most of the students felt bored and did not have the motivation for practicing critical reading skills, such as distilling a main point and finding information in a text. By conducting DRAW strategy in the classroom, teachers engage students to 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 student's in gaining information, promotes, discussion, encourage listening, and promotes participation.

The classroom action research was conducted at Junior High School 28 (Sekolah Menengah Pertama/SMPN 28) Palembang. It involved 32 eighth grade students in the researcher's classroom, which consisted of 15 females and 17 males. In conducting the study, the researcher was accompanied by a collaborator, was also an English teacher at SMPN 28 Palembang with eighteen years of teaching experience. The collaborator works together with the researcher to observe, evaluate, help and improve the teacher's pedagogical practices (Haryono, 2015). This classroom action research followed a model by Kemmis and Mc Taggart (1988). They proposed a spiral model comprising four steps as follows: 1) plan, 2) action, 3) observation and evaluation, and 4) reflection. The cycles of action can be illustrated as a set of activities as described in Figure 2 below.
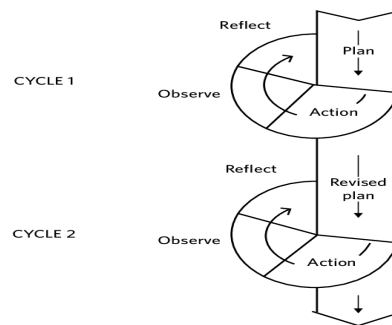
(Kemmis & McTaggart, 1988, p.11)
Figure 2. Cycle of Action Research

Plan

At this step, the researcher plans the teaching and learning activities that consists of the following steps: a) preparing of learning and teaching material, b) provision of lesson plan, c) provision of students' work sheet, d) provision of students' observation sheet, e) preparation of students' reading of recount texts rubric assessment.

Action

At this step, the researcher will apply teaching action on the basis of lesson plan of the classroom action research that has been prepared before. The teaching procedures will be based on the DRAW strategy to teach reading comprehension of recount reading and the researcher explain recount texts and its components to the students.

Observation and Evaluation

The observation in the classroom was done using student's and teacher's observation sheet which has been provided beforehand in the plan stage. In this stage, the researcher conducted a test to find out the students' achievement in reading comprehension mastery, and the researcher asked the teacher-observer to observe the class condition while the students were taught by using DRAW strategy.

Reflection

According to Kusumah and Dwitagama (2012, p.40), reflection is an evaluation about the actions which have been done by the researcher. The researcher and collaborator discussed the weaknesses and strengthen of treatment. Results of the reflection provide a basis for the researcher in planning for the next cycle.

The procedures of the treatment consist of one or more cycles. The four steps mentioned above must be conducted in each cycle. The number of cycles depends on students' achievement. The treatment terminates when a minimum of 85 % of the students reached the minimum score criterion of 72.

The data was collected by using observation sheet and reading test. There are two kinds of observation sheet. The first is to observe teacher and the second is to observe students. The score of the students' test was signed as numbers or numerical from that obtained through counting and measurement. The data was taken from students' reading score by using formula of percentage proposed by Richards et al.(2010).

FINDINGS AND DISCUSSION

The researcher conducted a classroom action research to solve students' obstacles and improve the eighth-grade students' reading comprehension on recount text through DRAW strategy at SMP N 28 Palembang. In general, the use of DRAW strategy improved students' reading comprehension of recount texts as proven by the results of reading tests in every cycle. In order to know the students' improvement in reading comprehension of recount texts, the researcher compared her students' reading comprehension test scores in the preliminary stage and those at the end of Cycle 1. It was found that there was a small improvement of students' score due to the use of DRAW strategy.

Table 1. Improvement of Students' Reading Comprehension

No	Data Description	Preliminary	Cycle1	%
1	Class Achievement	15%	25%	10%
2	Students who get score above criteria minimal of completeness	5	8	3%
3	Students who got score below criteria minimal of completeness.	27	24	3%

As shown in Table 1, the number of students who passed the minimum score improved by 10%. In the preliminary stage, only 15% of the students passed the minimum score. In Cycle 1, the percentage increased to 25%. The data showed that the criterion of successful study was unreachable. Therefore, the next cycle was required to reach the target of criteria.

In order to know the improvement in students' reading comprehension, the researcher compared the students' reading comprehension test scores on recount texts in cycle 1 and those in cycle 2. The results of the students' score can be seen in Table 2 below.

Table 2. Improvement of Students' Reading Comprehension

No.	Data Description	Cycle1	Cycle2	Improvement Percentage
1	Classical Achievement	25%	85%	60%
2	Students who get score above criteria minimal of completeness	8	27	19%
3	Students who got score below criteria minimal of completeness.	24	5	19%

As shown in Table 2, the number of students who passed the minimum score improved significantly by 60%. In Cycle 1, only 25% of the students passed the minimum score, while in Cycle 2 the percentage increased to 85 %. The data showed that the criteria of success could be reached and that the application of DRAW strategy could successfully improve the students' reading comprehension on recount texts. Moreover, the researcher and the collaborator found that all of the students participated actively, enjoyed the teaching and learning process and student-centered pedagogy could be applied.

It can be seen from the research findings that students' scores of reading recount texts improved in every cycle, from the preliminary stage to Cycle 2. Most of the students were able to identify social function, structure text and language features of recount texts, also answer questions about general and specific information, find synonyms, antonyms, reference word and arrange the sentences into a good paragraph. DRAW strategy helps the students in overcoming the problems in answering questions concerning recount texts. In addition, it encourages higher order thinking skills to develop, motivates students in gaining information, promotes discussion, encourages listening, and promotes participation.

Table 3 shows the list of students' scores in each cycle. In Cycle 1, the highest score was 75 and the lowest score was 40. In Cycle 2, the highest score was 85 and the lowest score was 65. In each cycle, the students score always increased.

Table 3. The summary of the Students Reading Comprehension

Data	Cycle 1	Cycle 2
Average	64,22	75,63
Classical Achievement	25%	84,3%
Highest Score	75	85
Lowest Score	40	65

The writer also found improvement in students' participation in Cycle 1 and Cycle 2 as shown in Table 4 and Table 5. Table 4 shows that students' participation improved by 59%, while Table 5 indicates that students' improvement of teaching and learning activities improved by 60%.

Table 4. The improvement of Students' Participation

The Result of Observation		Improvement
Cycle 1	Cycle 2	Cycle 1 to Cycle 2
25%	84%	59%

Table 5. The Improvement of Teaching and Learning Activities

The Result of Observation		Improvement
Cycle 1	Cycle 2	Cycle 1 to Cycle 2
25%	85%	60%

Table 6. The Problems and Revisions of Cycle 1

The Problems	The Revised Plan
The students did not want to draw the questions.	The researcher chose one student on each team as the artist.
The students lacked participation in teaching and learning process.	The researcher gave advice, spirit, and motivation to the students, to participate in teaching and learning process.
The student used their lower order thinking skills (LOWS).	The researcher encouraged students to improve their lower order thinking skills (LOWS) into higher order thinking skills (HOTS).
The students did not have enough time to read the recount text.	The researcher gave more time to read the recount text.

The students' comprehension was unsatisfactory because they still found difficulties in comprehending main ideas, general information, specific information and reference words.	The researcher explained the ways to comprehend main ideas, general information, specific information and reference words.
The students were passive and the teaching and learning process was teacher oriented.	The teacher applied student-oriented teaching and learning activities.

The DRAW strategy was proven to improve students' reading comprehension. With improvements and revisions of the treatment, the percentage of students who reached the minimum score criterion increased from 25 % in Cycle 1 and 85% in Cycle 2. DRAW strategy assisted students in overcoming their difficulties, improved their higher order thinking skills and increased their motivation in the learning process. The strategy also encouraged group work and engaged the students in classroom discussions. The result of this research is in line with Agnew's (2000) claim the DRAW strategy can improve knowledge, give opportunities for students to learn from each other, and increase their participation in the classroom. It is also relevant to Sadler's (2011) notion that DRAW strategy can improve higher order thinking skills.

CONCLUSION AND SUGGESTION

In line with the findings of this classroom action research, it is concluded that Draw, Read, Attend, Write (DRAW) Strategy can improve students' reading comprehension on recount text of the eighth-grade students of SMP Negeri 28 Palembang. It also increases students' participation and the quality of teaching and learning process.

Based on the findings of this study, the researcher offers several suggestions. The writer suggests that teachers and students apply DRAW strategy because it is a worthwhile strategy, good for practical critical reading skill and encouraging higher order thinking skills. DRAW strategy can improve teaching and learning process and students' participation. The interaction among students during reading activities will set the class more active and alive. In addition, the researcher recommends that DRAW strategy also be applied in teaching reading of different genre of reading texts. She also recommends that other researchers to conduct the classroom action research through DRAW strategy in a longer period of time for better planning and results.

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