A THESIS

THE EFFECT OF QUICK ON THE DRAW STRATEGY IN IMPROVING STUDENTS READING SKILL AT LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) IAIN PAREPARE
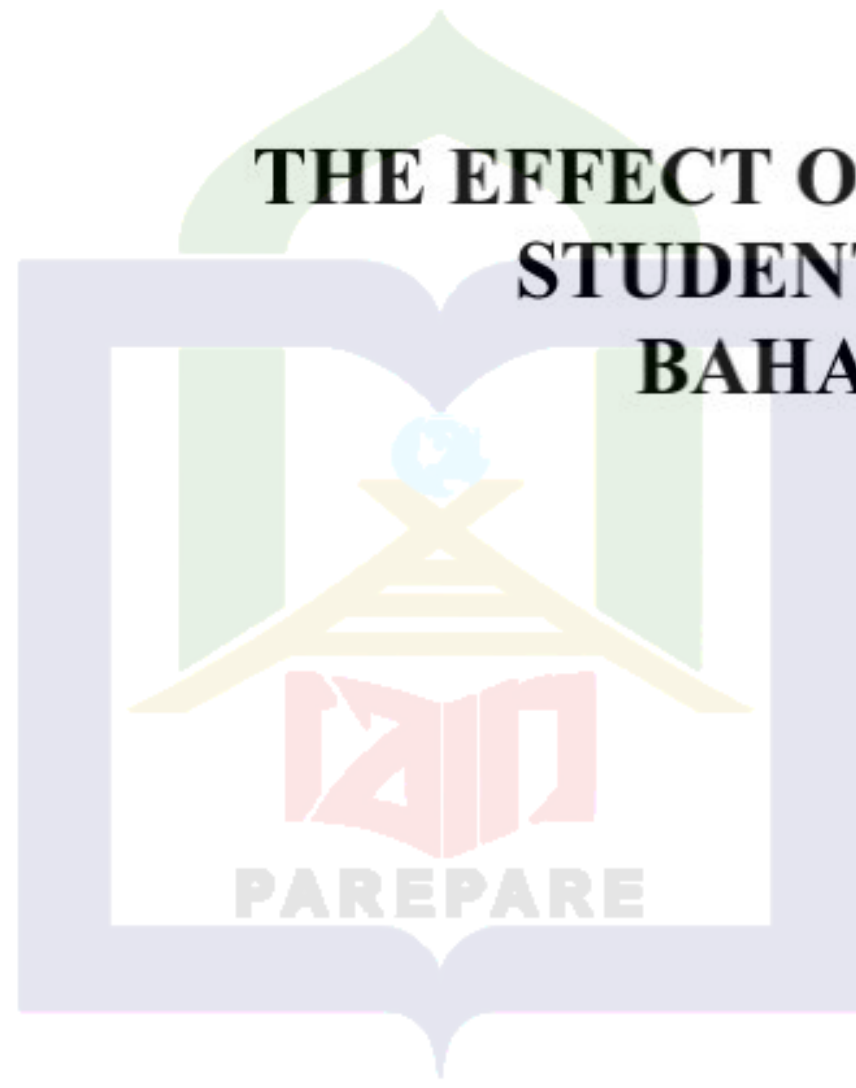
By

ANDI MUH. AKRAM SUHUD
REG NUM: 17.1300.106

ENGLISH EDUCATION PROGRAM

TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE
2024

THE EFFECT OF QUICK ON THE DRAW STRATEGY IN IMPROVING STUDENTS READING SKILL AT LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) IAIN PAREPARE
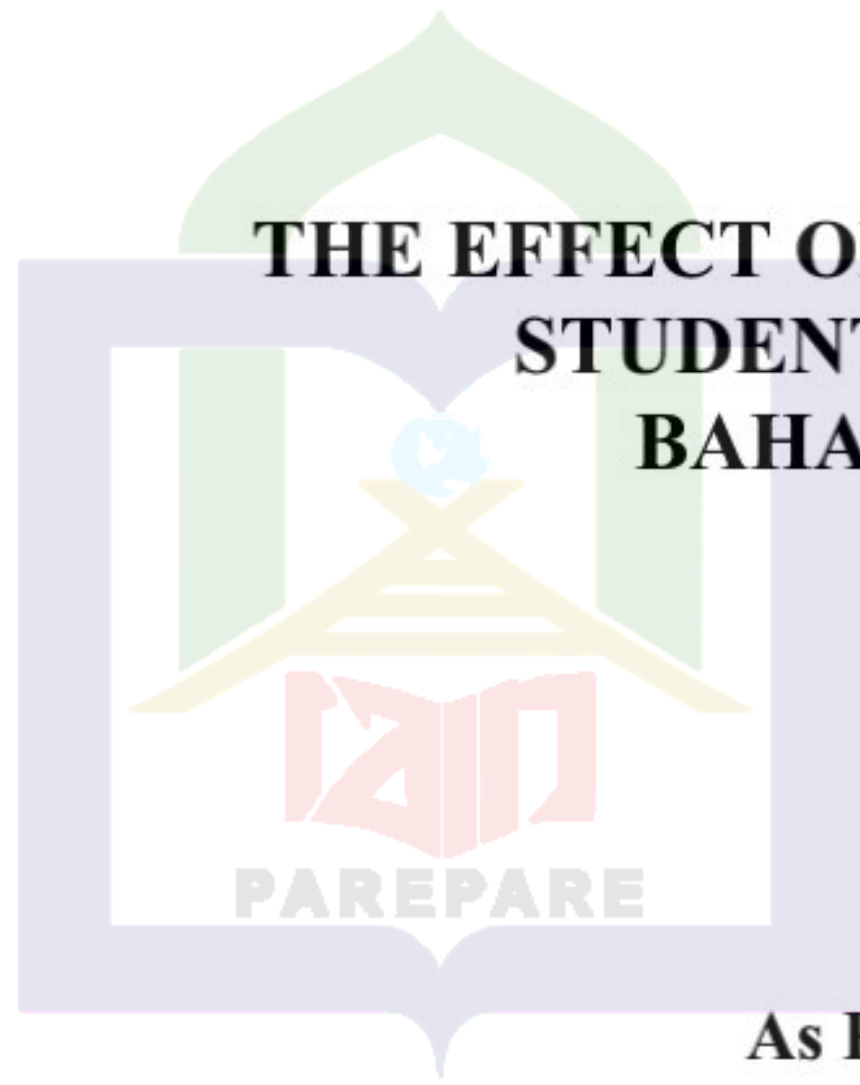
By

ANDI MUH. AKRAM SUHUD
REG NUM: 17.1300.106

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM

TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE
2024

i

THE EFFECT OF QUICK ON THE DRAW STRATEGY IN IMPROVING STUDENTS READING SKILL AT LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) IAIN PAREPARE

Thesis

As Partial Fulfillment of the Requirement for the Degree

of Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted by:

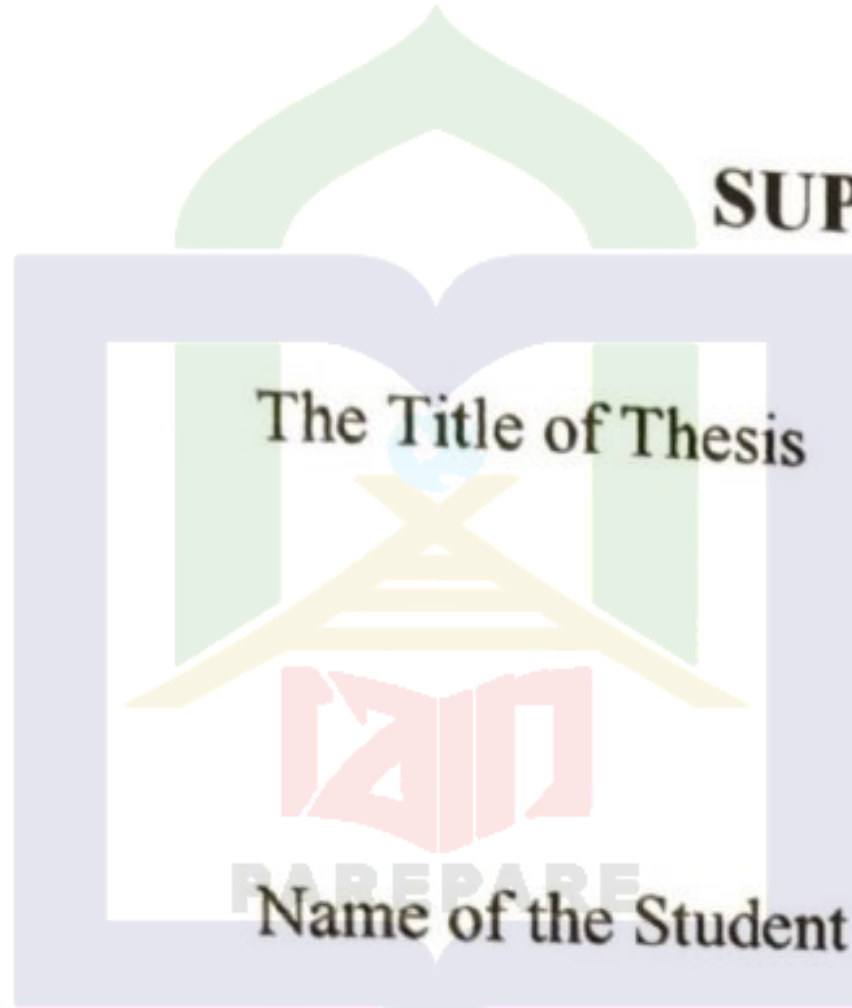**ANDI MUH. AKRAM SUHUD**
REG NUM: 17.1300.106

to

ENGLISH EDUCATION PROGRAM

TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE
2024

SUPERVISORY COMMISSIONS APPROVAL

The Title of Thesis : The Effect of Quick on the Draw Strategy in Improving Students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare

Name of the Student : Andi Muh. Akram Suhud

Student Reg. Number : 17.1300.106

Study Program : English Education Program

Faculty : Tarbiyah

Basis for Supervisor Determination : SK. Number : 3094 Year 2021

Approved by:

Consultant. : Kalsum, M.Pd

EIN : 2026098601

(.....................)

Knowing :

Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
EIN: 19830420 200801 2 010

APPROVAL OF THE EXAMINING COMMISSIONS

The Title of Thesis	:	The Effect of Quick on the Draw Strategy in Improving Students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare
Name of the Student	:	Andi Muh. Akram Suhud
Student Reg. Number	:	17.1300.106
Study Program	:	English Education Program
Faculty	:	Tarbiyah
Basis for Assigning Examiners	:	B.2949/In.39/FTAR.01/PP.00.0/07/2024
Date of Graduation	:	24th July 2024

Approved by:

Kalsum, M.Pd	(Chair)	(.................)
Dr. H. Ambo Dalle, S.Ag, M.Pd	(Secretary)	(.................)
Dr. Magdahalena Tjalla, M.Hum	(Member)	(.................)

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd
EIN. 19830420 200801 2 010

ii

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

الْحَمْدُ لله رَبَّ الْعَالَمِيْنَ، وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ، وَعَلَى أله وَأَصْحَابِهِ وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّيْنِ

All praise is due to Allâh, the Lord of the Worlds. First of all, the writer would like to thank God Allah swt. the most high and ruler of the universe as well as the creator of everything in this world who still gives health, blessings, mercy to the writer so that he can finish this thesis. Greetings and Salawat Strongly agree sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated people to educated people.

In this beautiful time, the writer would like to thank profusely to all those who have supported and assisted him in completing this thesis as well as possible. He realized that without their support and assistance, he would not be able to complete this "Thesis". On this occasion the writer would like to thank profusely to his beloved parents, laminta and mother Jurani, the family who have given love, advice, support and endless prayers to become a successful student.

We convey high appreciation and deepest gratitude to Kalsum, M.Pd as the consultant who has patiently guided and provided advice, motivation and construction corrections to the writer for its completion. this thesis.

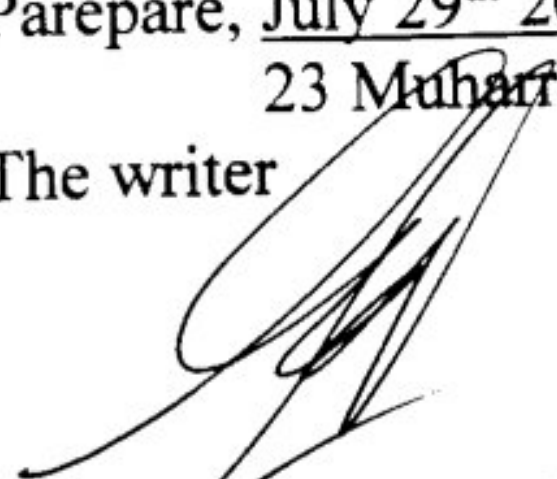On the other hand, the writer would also like to express special thanks to:

1. Prof, Dr. Hannani, M.Ag., as Chancellor of IAIN Parepare who has worked hard to manage education at IAIN Parepare

2. Dr. Zulfah, M.Pd. as the Dean of the Tarbiyah Faculty IAIN Parepare who has organized positive education for students at the Faculty of Tarbiyah and also allowed the writer to conduct research at the Faculty of Tarbiyah.

3. Kalsum, M.Pd. as Chair of the English Program and for outstanding service to students.

4. Dr. H. Ambo Dalle, S.Ag, M.Pd as first examiner and Dr. Magdahalena Tjalla, M.Hum as second examiner in the research for all very good input.

5. All English Program lecturers who have taught them while studying at IAIN Parepare.

6. Faculty of Tarbiyah staff who have worked hard to complete the administration of this research.

7. Beloved family, Andi Rame and Dahniar always support the writer.

8. To the writers friends, who always supported & accompany him.

Finally, the writer realizes that this thesis cannot be said to be perfect without criticism and suggestion. Therefore, he gladly accepts criticism and suggestions for the perfection of this thesis. Hopefully this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin

Parepare, July 29th 2024 M
23 Muharram 1446 H
The writer

Andi Muh. Akram Suhud
Reg Num. 17.1300.106
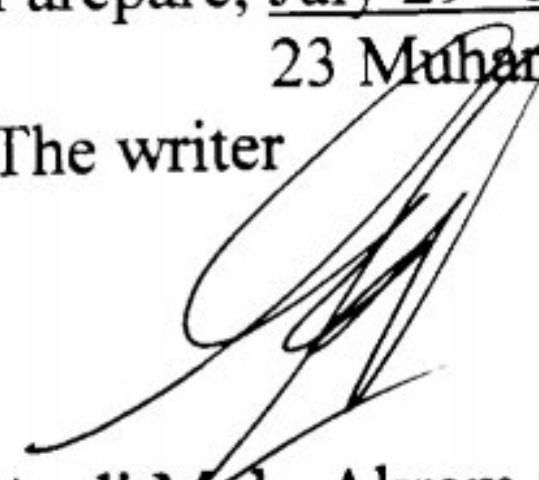
v
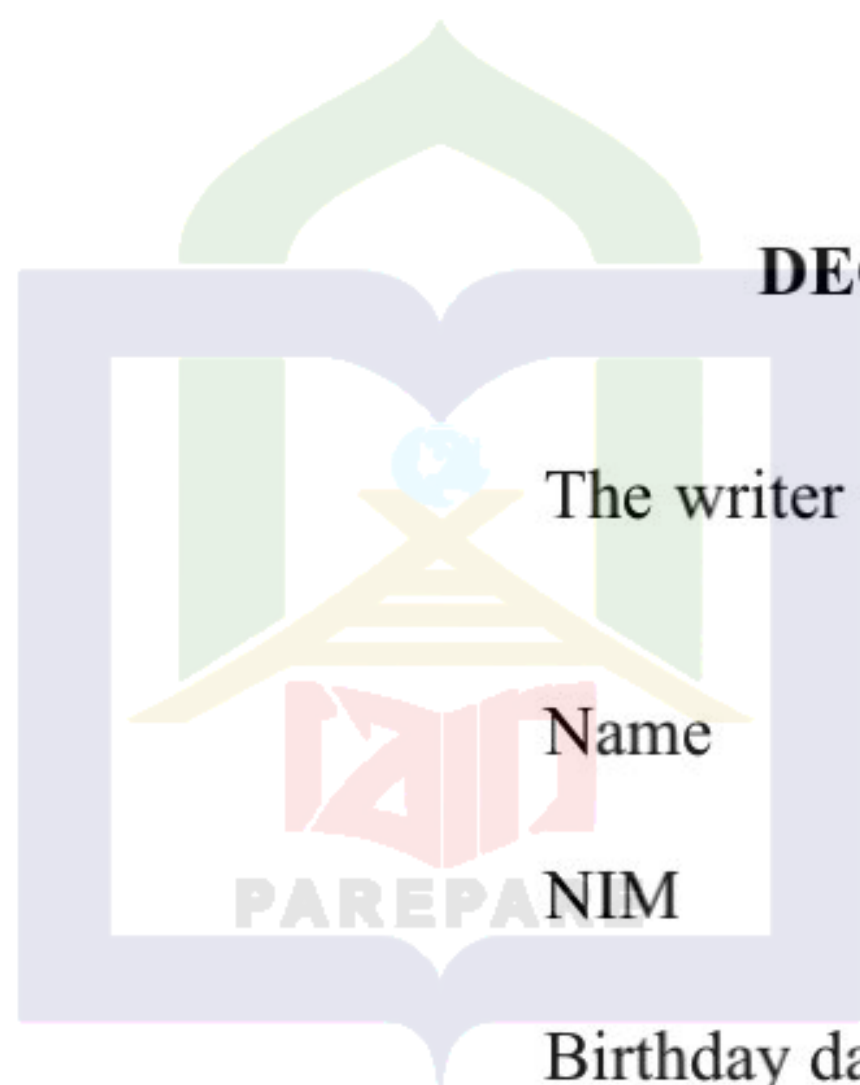
DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name	:	Andi Muh. Akram Suhud
NIM	:	17.1300.106
Birthday date and place	:	8 April 1999
Study program	:	English Education Program
Faculty	:	Tarbiyah Faculty
Thesis Title	:	The Effect of Quick on the Draw Strategy in Improving Students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare

Stated that himself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, July 29th 2024 M

23 Muharram 1446 H

The writer

Andi Muh. Akram Suhud

Reg Num. 17.1300.106

ABSTRACT

Andi Muh Akram Suhud. *The Effect of Quick on the Draw Strategy in Improving Students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare* (Supervised by Kalsum)

Quick on the Draw Strategy was an innovative approach to learning that combines elements of Quick on the Draw strategy able to enhance comprehension, critical thinking, and creativity among students. This research purpose was to know the effective of Quick on the Draw Strategy in improve students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare.
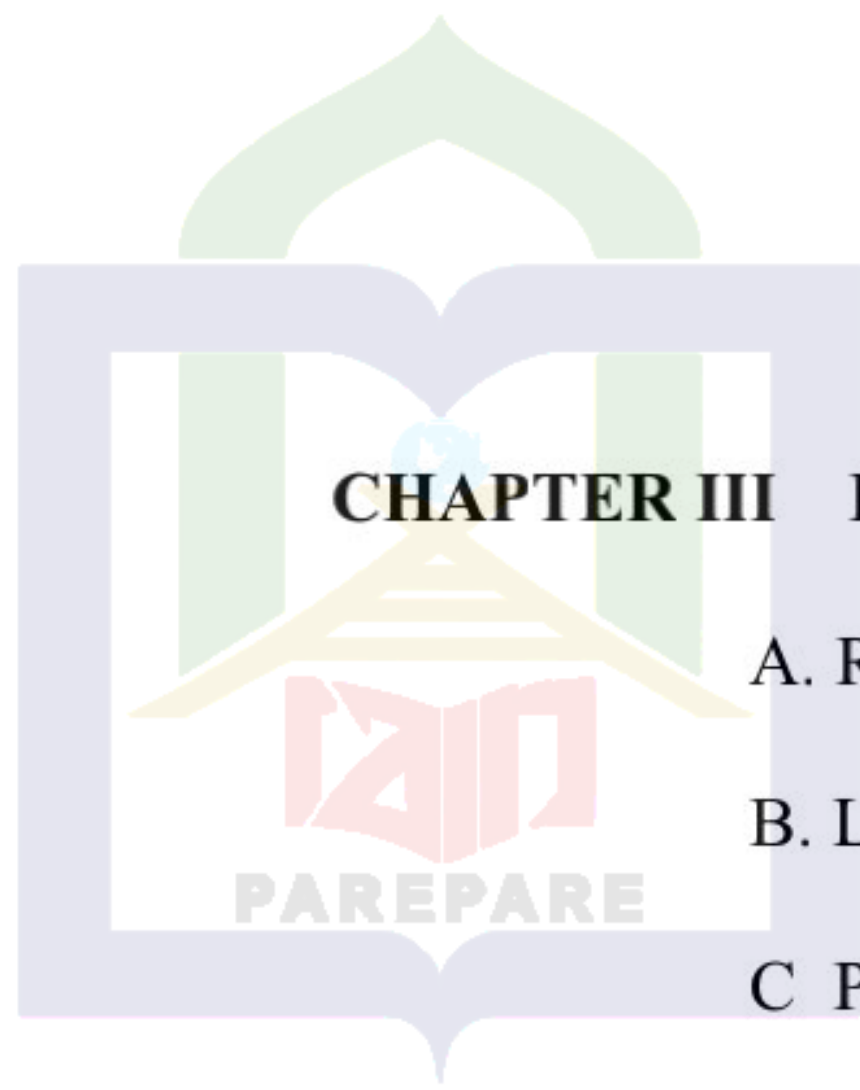
This research used experiment design with pre-experimental which compareing pre and post test in one class. The total sample was 15 students by used simple random sampling and the instrument used reading test consisted with multiple choice and the analysis data using descriptive analysis and hypothesis test.

The result of the research showed that 1) The students reading skill at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare showed pretest score with average 61,33 and post test score with 80,67. There was significant effect of the improvement pretest before treatment and after treatment of Quick on the Draw Strategy. 2) The using of Quick on the Draw Strategy to improve students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare was effective improved which proved from the result of the analysis data obtained significant score for $0,000 < 0,05$, then the null hypothesis was rejected and the h1 hypothesis was accepted. So, there was improvement of Students Reading Skill using Quick on the Draw Strategy at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare.

Keyword: *Reading skill, Quick on the Draw strategy, LIBAM*

TABLE OF CONTENT

LIST OF TABLES

LIST OF PICTURES

Number of Pictures	The Title of Pictures	Pages
2.1	Conceptual Framework	26

LIST OF APPENDICES

Number of Appendices	The Title of Appendices
1	Research Instrument
2	Documentation
3	Administration Letter
4	Curriculum Vitae
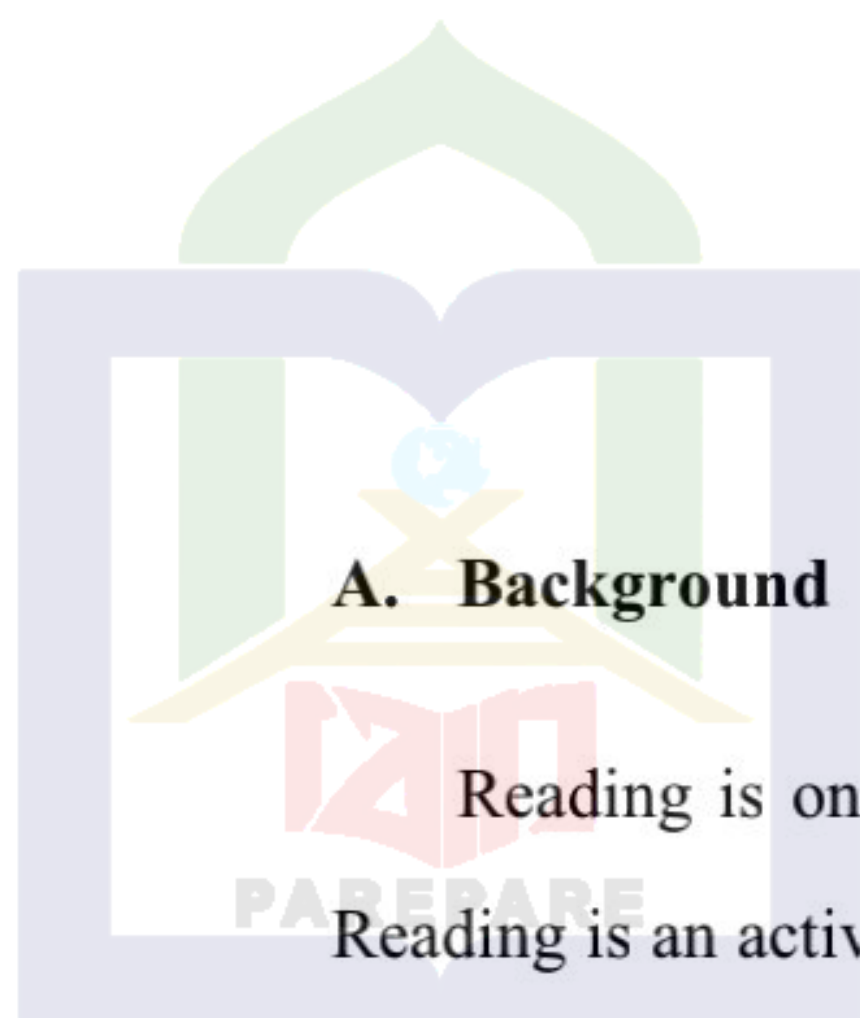
CHAPTER I

INTRODUCTION

A. Background

Reading is one of the important skills that should be mastered by the students. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's idea or writing style. The aim of teaching reading is to develop students' ability to read the material, get information and understand about text. The aim of teaching for the readers is to comprehend and to react to what is written. The fundamental goal of any reading activity is knowing enough science concepts and knowing the language (i.e. comprehending/understanding).[1] It is a cornerstone for a child's success in school and indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Therefore, the students are given the reading subject matter. In reading, the students are expected to have a competence of comprehending and understanding the text.

The acquisition of strong reading skills is undeniably vital for students, transcending the boundaries of academic success to impact various facets of their lives. Firstly, reading serves as the foundational building block of education, as it is the gateway to accessing knowledge across all subjects and disciplines. Proficient readers can comprehend and synthesize information from textbooks, research materials, and online resources, enabling them to excel academically. Additionally, a well-developed reading skill set empowers students to think critically, fostering the

---

[1] Harmer, J. *The Practice English Language Teaching* (London: Longman, 2021)

ability to analyze, evaluate, and interpret complex texts. This analytical prowess extends beyond academics, benefiting students in their problem-solving skills and decision-making capabilities in everyday life.

Reading enhances communication skills. Students who read extensively tend to have a richer vocabulary and better command of language, which translates into effective written and oral communication. Furthermore, reading promotes empathy and cultural awareness, allowing students to explore diverse perspectives, experiences, and cultures through literature. This cultivates open-mindedness and the capacity to appreciate diversity, which is invaluable in a globalized world.

Reading skills remain of paramount importance for students at the university level, where academic demands become more rigorous and multifaceted, University education relies heavily on reading textbooks, research papers, journals, and various academic materials. Reading skills are essential for comprehending and synthesizing complex information from these sources, facilitating effective learning and subject mastery.[2]

Reading is a fundamental component of academic research. University students often need to conduct extensive literature reviews to support their research projects. Proficient reading skills enable them to identify relevant sources, extract valuable insights, and integrate these findings into their own academic writing. Efficient reading skills are essential for managing the high volume of reading assignments that university courses entail. Students who read quickly and effectively can allocate their time more efficiently, balancing their academic responsibilities with other commitments.

---

[2] Burnes. *Insight and Strategy for Teaching Reading* (New York: Harcourt Brace Jovanich Group. Pty Limited, 2020)

University studies require students to explore various disciplines and subjects. Effective reading skills enable them to adapt to diverse topics and academic contexts, facilitating interdisciplinary learning and a broader education. Based on the principle of the language teaching methodology that students must be able to understand meaning in functional written text as well as simple and short essay in the forms of descriptive, recount and narrative to interact in daily contexts.[3]

Lintasan Imajinasi Bahasa Mahasiswa (Libam) become one of the language community which also develop the students' capability in English which develop in certain skill, moreover to the students who are in university scope. The students which focused learning on English should have good performing either for speaking, grammar moreover for reading skill.

Based on the observation at LIBAM which become the research location, the researcher found the result of students reading skill is still low in identifying main idea and summarizing text. First, the students have difficulties comprehending the texts given to them, second the students can't retell the text to the others, third students can't explain the supporting data and specific information about the text given. Another term caused students cannot identify main idea because they have lack of vocabulary while also the students do not understand well about the function of generic structure in comprehending the reading a text.

According to the explanation of the fact findings above, the researcher are finding one of the solution to solve the problem of the students at LIBAM, a proper strategy need to be implemented for students reading skill. The Quick on the Draw Strategy showed a research activity built in incentive for team work and speed. The

---

[3] Kalayo, *Teaching English as a Foreign Language (TEFL).* (Pekanbaru, Alaf Riau Graha UNRI Press, 2021)

strategy involves students actively engaging with the text by reading and extracting information to answer questions. This promotes deeper comprehension as students actively seek answers to specific queries within the text. The strategy requires students to locate specific information within the text to answer questions accurately. This directly addresses the problem of students not being able to explain supporting data or provide specific information from the text.

The explanation above relevant to the result research stated that Based on the writers' finding. It can be seen that the ability of the students in reading taught by Quick on the Draw Strategy is categorized into good and the ability of the students in reading taught by conventional strategy is categorized into enough.[4] It proved that, one of the strategy called Quick on the Draw Strategy may help students to improve their reading skill.

Based on the explanation above, the researcher as interesting to conducted the research with the experiment research for the students at Lintasan Imajinasi Bahasa Mahasiswa (Libam) with research tittle of "The Effect of Quick on the Draw Strategy in Improving Students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare".

B. Research Questions

Based on the background of the study above, the research formulates research question that:

1. What is the students reading skill at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare?

---

[4] Agvemi Zulhadi Alga."The Effect of Quick on the Draw Strategy toward Reading Comprehension of the First Year Students of MAN 1 Cerenti". (Pekanbaru: 2019)

2. Is the using of Quick on the Draw Strategy effective to improve students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare?

C. The Objectives of the Research

Based on the research question, the objective of this research is:

1. To know the students reading skill at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare.

2. To know the effective of Quick on the Draw Strategy in improve students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare.

D. Significance of Research

This expectedly give contribution for:

1. Students

The result of this research is expected to give more information which really important to be known as students. The students' expects know their reading skill before and after teaching Quick on the Draw Strategy.

2. Teachers

The teacher can know more about the strategy may improve the students' reading skill. It also helps the teacher to identify their students regarding to the reading skill.

3. For other researcher

Especially for language researchers, they can adapt the technique/media used in this research as an alternative to teach students. They also can use the data taken in this research (for example the field note) as a source to make a consideration the next teaching reading skill.
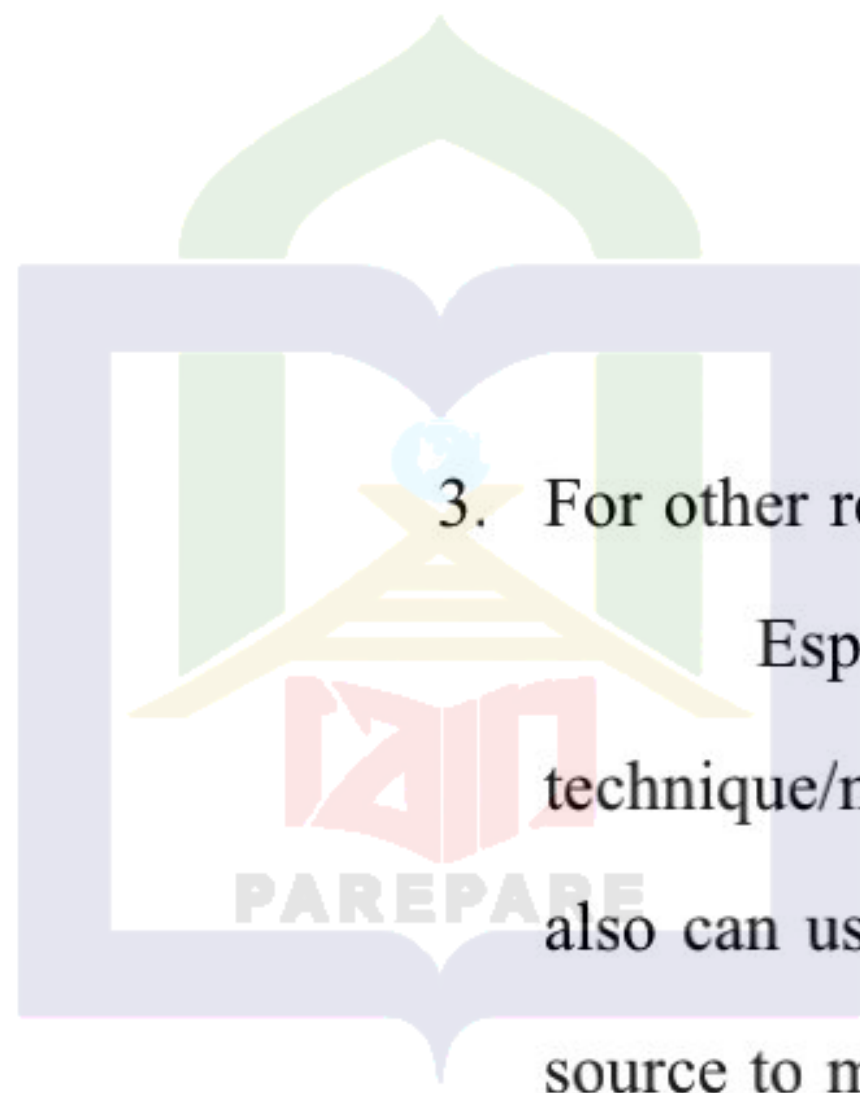
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Previous research findings refer to the results and conclusions obtained from studies conducted in the past. Researcher find out some previous research related to this research:

The first research from Intama in 2021 in his research which tittle "Implementation of Quick on the Draw Strategy in Learning to Understand Description Text Information". The result data showed that implementing the Quick on the Draw strategy in learning to understand descriptive text information created a learning atmosphere that excites students. It allows all students to play active roles during the learning as the nine steps of Quick on the Draw place students as the subject. Students use their potentials to think independently, solve problems jointly, and obtain additional information not provided by the teachers. The final test results showed that from 28 students, 27 students (96.42%) scored above 75, and 1 student (3.58%) below the standard. The ability of students to understand classical descriptive text information was 83, beyond the Minimum Learning Mastery Standard.[5]

Diffrentiatiate between the research and previous research are from the object of the research, previous research conducted research for Understand Description Text Information and this research focused on the effect Quick on the Draw Strategy toward reading skill for general.

---

[5] Intama, "Implementation of Quick on the Draw Strategy in Learning to Understand Description Text Information" (Politeknik Negeri Malang, 2021)

The second research from Afridayani in 2021 which tittle of "The Effects of Using Quick on The Draw Strategy toward Students' Reading Skill of The Second Year At Islamic Junior High School Al-Qasimiyah Sorek Satu". The result data showed that there is significant effect of using Quick on the Draw Strategy toward students' reading skill at second year of Islamic Junior High School Al-Qasimiyah Sorek Satu. It can seen that result of SPSS output is 14.468. It is bigger than standard on the critic table of the T-test that is 2.68 in 1% or 2.01 in 5%, it can be read 2.01< 14.468> 2.68. Regarding the result above Ha is accepted and Ho is rejected.[6]

Difrentiatiate between this research and previous research are from the using of object research, the indicator using also showed different aspect, the previous research using Reading Skill which regarding to scamming and scanning and this research using determining main idea, and the object of research showed differentiation for Islamic Junior High School Al-Qasimiyah Sorek Satu and LIBAM.

The third research from Permata in 2019 which tittle of "The Effectiveness of Talking Drawing Strategy to Improve Students' Ability in Reading Skill". The research findings showed that there was an improvement of students" scores after applying Talking Drawing Strategy In Pre-test, the students" average score was 60.5 (no one got score more than 80), in Cycle I, the students" average score was 75.0 and in Cycle II the students" average score was 90.0. It was also found that the students" activities and teacher's performance increased; the average percentage of students "score was 59.66% in cycle I and 81.37% in cycle II While, the teacher's activity in learning had improved well with the average percentage of 55.00% in the first cycle

---

[6] Afridayani "The Effects of Using Quick on The Draw Strategy toward Students' Reading Skill of The Second Year At Islamic Junior High School Al-Qasimiyah Sorek Satu" (Universitas Islam Negri Raden Intan Lampung)

and 76.10% in second cycle. In conclusion, talking drawing strategy was effective to improve students' ability in reading Skill.[7]

Differentiate between this research and previous research from the method using which previous research using classroom action research and this research using experimental design, the other aspect from Effectiveness of Talking Drawing Strategy which this research using Quick on the Draw strategy. The last different from the location of the research which Junior School Banjar Madani, Malang while this research at LIBAM.

Novelty of this research about Quick on the Draw strategy at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare represents a novel approach to enhancing students' reading skills. This innovative method diverges from traditional teaching techniques, aiming to engage students in a more dynamic and interactive learning experience.

The quick strategy involves rapid exercises or activities designed to stimulate quick thinking, comprehension, and analysis during the reading process. By incorporating this strategy, students are encouraged to process information swiftly, fostering a more agile and efficient approach to reading. This departure from conventional, slow-paced reading methods introduces an element of urgency and responsiveness, potentially leading to improved comprehension and retention of textual information

B. Some Pertinent Ideas

---

[7] Permata, "The Effectiveness of Talking Drawing Strategy to Improve Students' Ability in Reading Skill at Junior School Banjar Madani, Malang" (Jurnal Pendidikan Ekonomi 6 (3): 259–66)

1. Reading Skill

a. Definition of Reading

Reading is used to refer to the task of understanding a text of sentence and phrase which are related in some meaningful way. Improving reading skill is difficult it involves building vocabulary, improving working memory capacity, and extending the number and availability of retrieval structures, as well as encouraging the reader to put all these to good use. Reading is an active process that depends on both an author ability to convey meaning using words and your ability to create meaning from them. to read successfully, you need to constantly connect what you already know about the information to the information to the words the author has written.[8]

Reading is interacting with language that has been coded into print. Reading is an active and on going process that is affected directly by an individual's interaction with his environment.[9] Reading is the meaningful interpretation of printed or written verbal symbols. Reading is a result of the interpreting between the perception of graphic symbol that represents language and the reader's language skill and knowledge of the world.[3] Reading is like detective work. You must be able to distinguish facts from opinions and specific from generalizations.[10]

Based on the explanation above, reading is not an easy activity,

---

[8]Alwalss, B.A.A. "Reading Skills and Strategy : A Study of Undergraduate Speakers of Arabic Learning English at Sanas University (Tesis)"(Jawaharlal Nehru University, New Delhi, 2020)
[9]Stoller, F. L. *Teaching and Researching Reading Secong Edition*. (New York: Routledge, 2021)
[10]Grabe. *Reading in s Second Language Moving from Theory to Practice*. (Cambridge: Cambridge University Press, 2019)

resading must always be a meaning getting process and connect what the information words have the author written, reading is also influenced by the interaction of an individual with their environment. The teacher can quite students in reading and get the main idea in their environment. The teacher can quite the students reading and get the main idea in the passage they are reading.

Understanding skill processes are crucial to study of reading. Any definition of skill should really be related to a consideration of the purpose set fir reader, or by the reader, for reading. According to Grabe and Stolle, Reading skill is an ability to understand or to gain information from a text.[11]

Heilman states reading skill is as an interaction between thought and language. It means that an interaction in reading, it can produce a thought and then we are thinking, and we have a question for ask someone, that called is language. Reading skill is a complex intellectual process involving anumber of ability.[12]

Based on the explanation above, reading skill is a complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader make sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows, from the statement, it is clearly understood that the skill is the most important in reading. Since skill of the text is the ultimate goal in reading.

---

[11]Grabe. *Reading in s Second Language Moving from Theory to Practice*. (Cambridge: Cambridge University Press, 2019)

[12] Heilman, *Principles and Practises in Teaching Reading*. (Columbus, Ohio: Merril Publishing Company, 2021)

b. The Process of Reading Skill

Reading is a process of decoding text, and then receiving information. From this, it can be seen that reading activity involves more than one process. The reading process itself still involves other language processes like listening and reading (receptive process), speaking and writing (productive process), and thinking process. Those processes are the main processes which happened in reading. They occur when readers read the text, clarify the text, and declare the information of the text. has another thought that process of reading includes a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process.[13]

Those processes occur during reading activity. The process of reading skill based on the order how the readers decode the language can be divided into three categories; bottom-up, top-down and interactive reading. In the bottom-up process, readers have to identify and decode the language feature of the text including the letter, the form of the words, and the discourse of the words. In this process, readers have to be able to decode the text first to comprehend the text.

Then, in top-down process, readers have to use their background knowledge to understand about the text, i.e. readers look at the title of the text and relate it to their knowledge to guess what the text is about. Lastly, in interactive reading, readers try to combine the bottom-up and top-down processing. Readers not only identify and decode the language feature of the

---

[13] Froschauer, *Developmental Milestones.* (German: Phoenix Centre, 2019)

text but also use their background knowledge and experience to comprehend the text.[14]

c. Indicator of Reading Skill

Teaching reading skill is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a mean for expanding students' background knowledge about language. Here the indicator of Reading skill based on Nunan:

1. Determining Main Idea

This indicator assesses a reader's ability to identify the central theme or primary concept of a text. It involves recognizing the most important or overarching idea that the text conveys. Understanding the main idea helps readers grasp the core message or focus of the content.

The main idea of a text is the central point or the primary message that the author intends to convey. It represents the overarching theme or focus of the content. Identifying the main idea is crucial because it helps readers grasp the core meaning of the text without getting lost in the details. It provides a roadmap for understanding the content's purpose and significance.

To determine the main idea, readers should look for recurring themes, central concepts, or statements that encapsulate the text's primary message. It often appears in the introductory or concluding paragraphs, or it may be reiterated throughout the text.

2. Finding Detail Information

---

[14] Dawkins, L.D. *Factors Influencing Student Achievement in Reading (Disertasi)* (Walden University, Minneapolis, 2017)

Finding detailed information refers to a reader's capability to locate specific facts, data, or pieces of information within a text. It involves extracting relevant details from the text to support comprehension, answer questions, or gain a deeper understanding of the subject matter.

Finding detailed information involves locating specific facts, data, examples, or descriptions within the text, This skill is essential for understanding the nuances of a topic and for supporting arguments or discussions with evidence. It also aids in answering questions accurately. Find detail information, readers should be adept at scanning and skimming the text for keywords, numbers, or relevant phrases. They should also be capable of using context clues to identify where detailed information can be found.

3. Supporting Data

Recognizing supporting data involves identifying evidence, examples, statistics, or other information in the text that bolsters or backs up the main idea or claims made by the author. Understanding how supporting data relates to the main idea is crucial for comprehensive comprehension.

Supporting data refers to the evidence, examples, statistics, or other information within the text that substantiates or reinforces the author's claims or arguments. Recognizing supporting data is critical for critically evaluating the credibility of the text and understanding the basis for the author's assertions. It enhances comprehension by linking facts to the text's central message.

Readers should analyze how the supporting data is presented in the text. They should look for citations, quotations, references, or clear connections between the data and the author's claims. Understanding the relevance and validity of this data is key.

4. Summary of the Text

Summarizing the text is the process of condensing the content into a concise overview while retaining the essential points. This indicator assesses a reader's ability to extract and express the core concepts, key events, or main arguments of the text in a succinct manner. Summarizing the text involves condensing the content into a brief, coherent, and informative overview. It captures the main points, key events, or central arguments of the text in a concise form.

Summarizing helps readers retain and communicate the essential information from a text. It also aids in reviewing and revisiting the material efficiently, Readers can assess the quality of a summary by evaluating whether it accurately captures the main ideas, key details, and the overall structure of the text. A good summary should be concise but comprehensive.[15]

These reading skill indicators collectively contribute to a reader's ability to comprehend and engage with written material effectively. Developing these skills enhances one's capacity to extract meaning from texts, critically evaluate information, and communicate ideas clearly and concisely.

---

[15] Nunan, David, *Language Teaching Methodology* (London: Phoenix ELT, 2015)

d.   Teaching Reading Skill

The stages of teaching reading according to John can be summarized as follows:

1) Before reading

In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge. The teacher should also introduce strategy in reading such as skimming, scanning, predicting, activating scemata, and the other strategy that can heko students comprehend the text. The use of prompts such as visuals, realia, photos,etc is recommended.

2) Whilst reading

In this stage, the teacher monitors students' skill by encouraging them to self-questions.
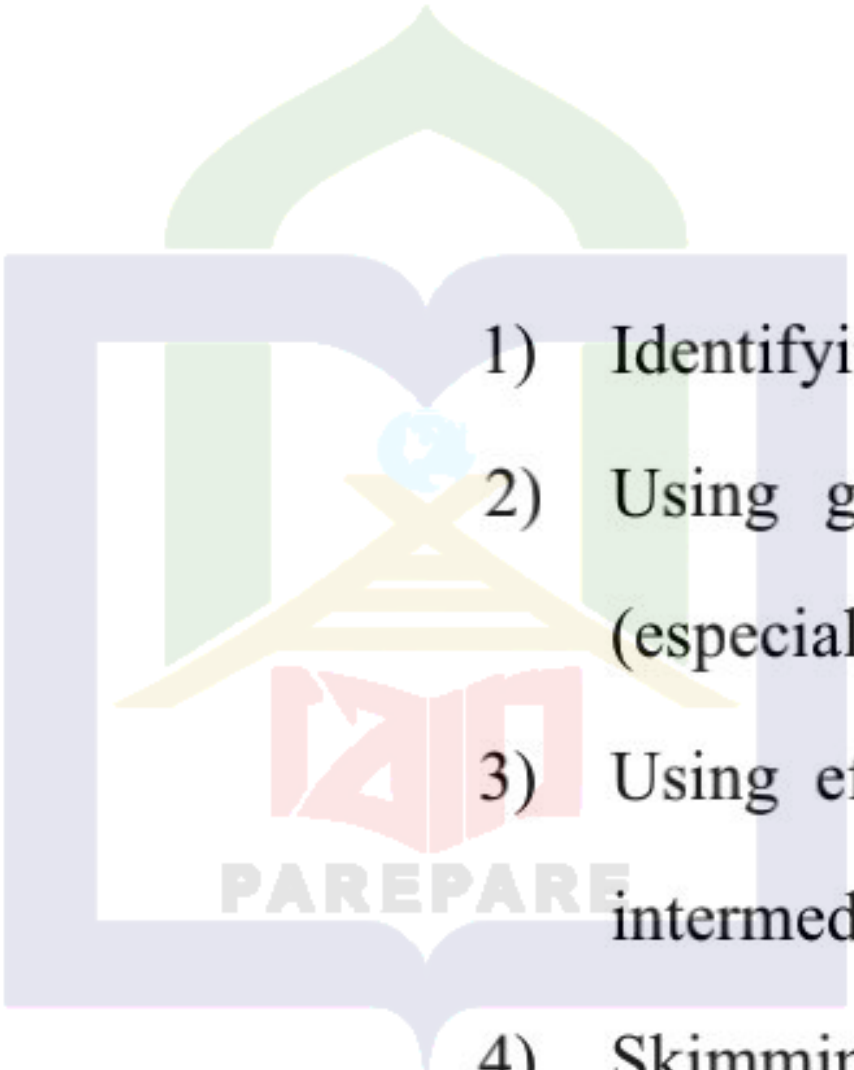
3) After reading

In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the skill questions, learning vocabulary found in the text, etc.[16]

e.   Strategy in Teaching Reading

In teaching reading skill, the teacher needs some strategy to make the students comprehend the reading texts. According to Alice, the followings are ten strategy which can be applied in the teaching reading skill in the classroom.

---

[16] Langan, John, *English Skills* (New York: McGraw Hill Company, 2019)

1) Identifying the purpose in reading

2) Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

3) Using efficient silent reading techniques for relatively rapid skill (for intermediate to advanced levels)

4) Skimming the text for the main ideas

5) Scanning the text for specific information

6) Using semantic mapping or clustering

7) Guessing when you are not certain.[17]

Some reading strategy above can help students to read comprehensively. Students can choose some techniques which are appropriates for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students' ability. However, students can master all of those strategy if they often practice them.

f. Principle in Teaching Reading Skill

Teachers should teach reading by principles. Mary stated that the proposes eight principles of teaching reading as follows.

1) Exploit the readers' background knowledge

As it has been stated that background knowledge helps students ro comprehend the text. It is important to activate the students' background knowledge in pre-reading activity. The activities can be asking goals,

---

[17] Alice C, *Teaching Language in Context, Heinle & Heinle Publishers*, (Inc.: Boston, 2016)

asking questions, making prediction, teaching text structures, etc.

2) Build a strong vocabulary base

It is valuable to teach students how to guess a meaning of difficult word from the context.

3) Teach for skill

It is more important to model how to comprehend the text rather than testing reading skill.

4) Work on increasing reading rate

The teacher should develop fluent readers, not speed readers. One of the way is by reducing students' dependence of dictionary because they look for every word in a text so it will take a long time to read.[18]

g. Teach reading strategy

Strategic reading is "not only knowing what strategy to use, but also how to use and integrate a range of strategy.

1) Encourage readers to transform strategy into skills

Strategy are conscious actions or plans equipped by learners to achieve a particular goal or to solve problems they have in reading skills are "strategy that has become automatic". The teacher should make the strategy automatic to be employed by students with a lot of practices.

2) Build assessment and evaluation into your teaching

Assessment and evaluation could be done quantitatively or qualitatively. In quantitative assessment, the teacher can assess the

---

[18] Finnochiaro, Mary, *English as a Second Language: from Theory to Practice* (New York: Regents Publishing Company, Inc., 2017)

students' reading competency and reading rate with tests. Meanwhile, qualitative assessment can be done using reading journal responses, reading interest surveys and responses to reading strategy checklist.

3) Strive for continuous improvement as a reading teacher

Anders, Hoffman, and Duffy in Hammond argue that the good teachers need to understand the nature of reading process. This implies that good teachers should possess knowledge about how reading works, including the cognitive processes involved when individuals read and comprehend text. It suggests that teachers need to be familiar with concepts such as decoding, comprehension strategy, fluency, and the role of background knowledge in reading.[19]

2. Quick on the Draw Strategy

a. Definition of Quick on the Draw Strategy

Quick on the Draw Strategy is a research activity with a built in incentive for team work and speed. This strategy is designed to influence the students to get more information from the text that they have read. This strategy can also give experience of a variety of reading skill. This strategy encourages team work; group can learn that team work is more productive than duplication. Gets students to use their learning on other resources than the teacher.[20] Quick on the Draw strategy can improve students' reading ability quickly. Besides, Quick on the Draw strategy is capable of improving speed reading and students' reading skill.

---

[19] Hammond, Jenny, et. al., *English for Social Purpose* (Sydney: Macquarie University, 2021)
[20] Agvemi Zulhadi Alga."The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of MAN 1 Cerenti". (Pekanbaru: 2009). P, 8

Based on definition above, it can be concluded that Quick on the Draw strategy can improve students' reading skill. The students can read a text speed and understand about the text that their read.

b. The Advantages of Quick on the Draw Strategy

Quick on the Draw Strategy is one method that can be used in reading a skill of text. There are some advantages of using of Quick on the Draw Strategy:

1) Encouraging team work

When used in a group or classroom setting, the "Quick on the Draw" strategy can promote teamwork and collaboration. Students can work together to extract key information from a text, draw visual representations, and discuss their interpretations.

Teamwork encourages peer learning, where students can share their insights and help each other understand the text better.

2) Giving experience of a variety of reading skills

The strategy can involve various reading skills, such as scanning for important information, summarizing text, making inferences, and visualizing content.

By engaging in different aspects of reading skill, students can develop a well-rounded set of skills for understanding and interpreting texts.

3) Getting students used to basing their learning on resources other the teacher.

"Quick on the Draw" promotes resource-based learning by encouraging students to rely on their peers and their own
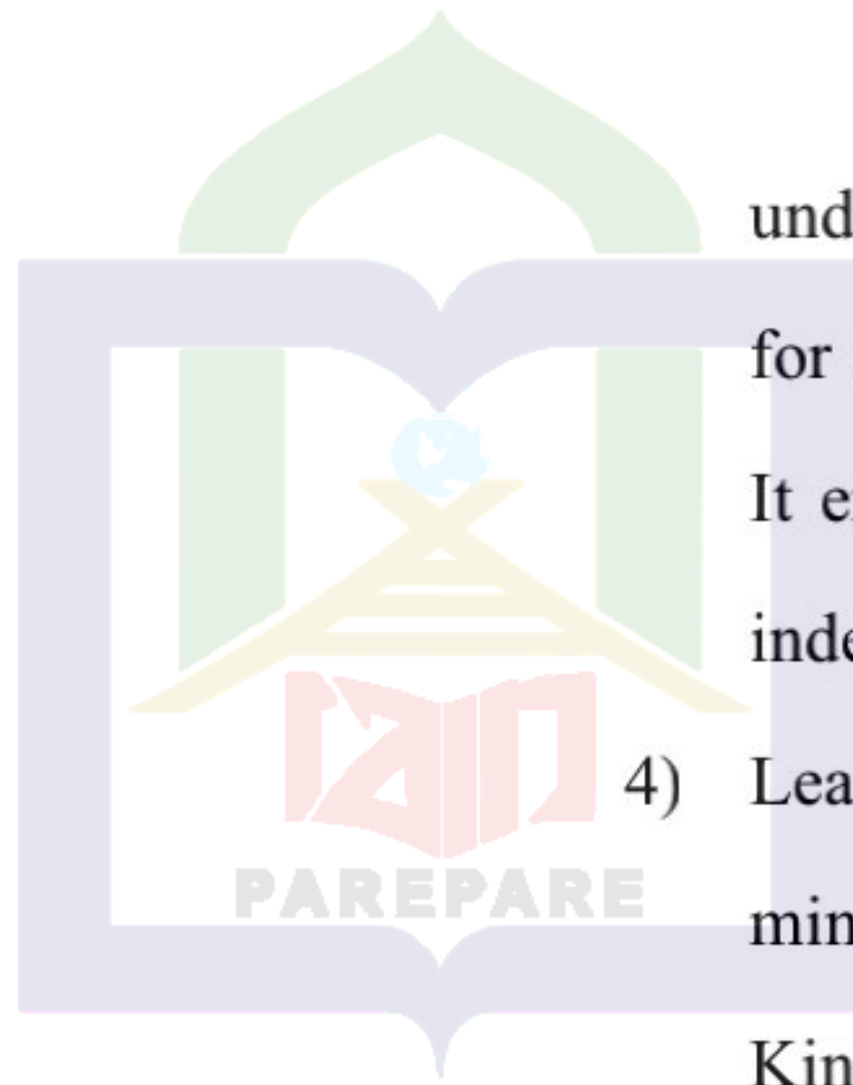
understanding of the text, rather than solely depending on the teacher for explanations.

It empowers students to take ownership of their learning and fosters independence in comprehending and interpreting texts.

4) Learners with a kinetic disposition who can't sit still for more than two minutes!

Kinesthetic learners, who learn best through physical activities and movement, can benefit from this strategy. It allows them to actively engage with the text by drawing, which can enhance their skill and retention of information.

Movement and hands-on activities like drawing can cater to the needs of these learners and keep them engaged.[21]
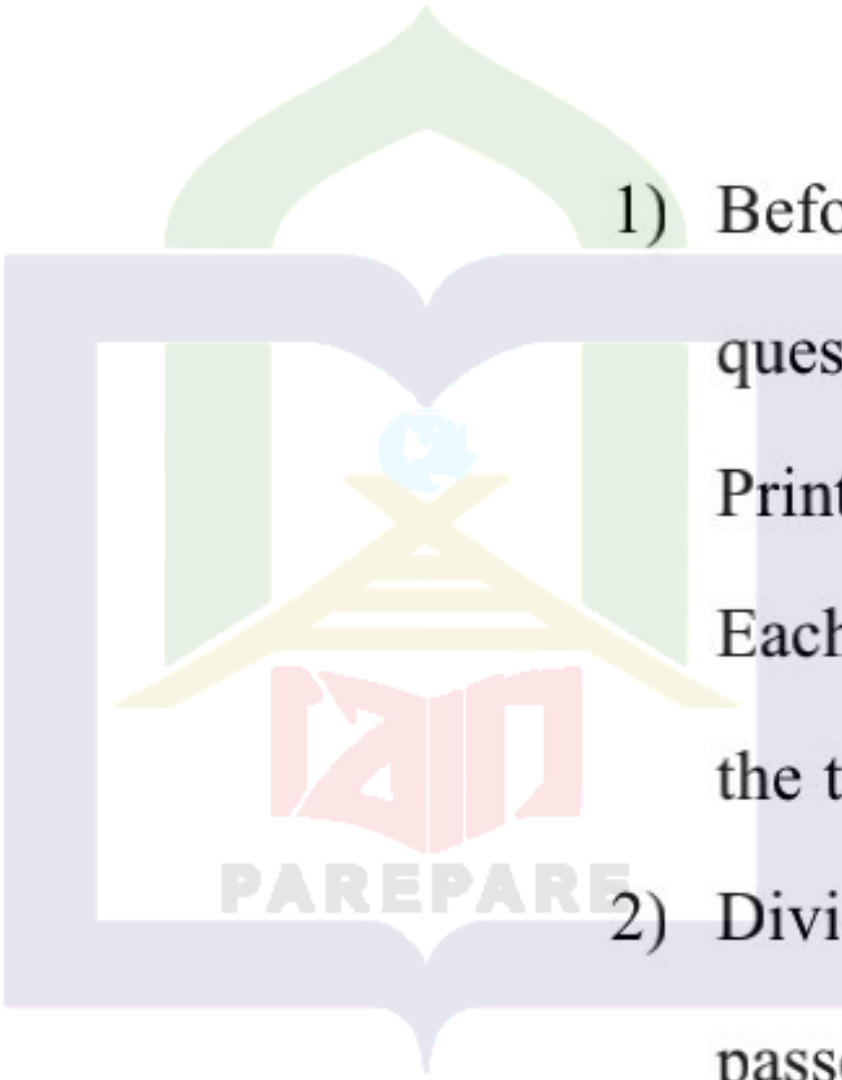
Incorporating the "Quick on the Draw" strategy into reading skill exercises can make the learning process more interactive, engaging, and collaborative. It encourages students to actively participate in the learning process, apply a variety of reading skills, and work together to enhance their understanding of the text. This adaptability of the strategy showcases its versatility in promoting effective learning experiences.

c. Procedure of Quick on the Draw Strategy

In teaching Quick on the Draw Strategy on reading skill a text, there are some steps that should be done by teacher before going to teachers' activities.[22]

---

[21] Masfufa Affriyanti, "Peningkatan Kemampuan Membaca Cepat dengan Menggunakan Teknik Quick on the Draw pada Siswa Kelas VIII SMPN 04. (2010)

[22] M. Syafi'i, Fauzan Anshari and Jonri Kasdi. *From Paragraph to a Research Report: a Writing of English for Academic Purposes*. (Pekanbaru: LBS, 2017)

1) Before using this strategy with the students, the teacher prepares, 10 questions that should be printed on a separate piece of paper or card. Print enough copies for each group to be designated by their own set. Each set of question should be a distinctive color. Put the sets out on the teachers' desk.

2) Divide the class into groups of 3 (4 if necessary, although this invites passengers). Allocate a color to each group, (so they can identify their question cards).

3) Give each group the source material, which contains the answers to the questions.

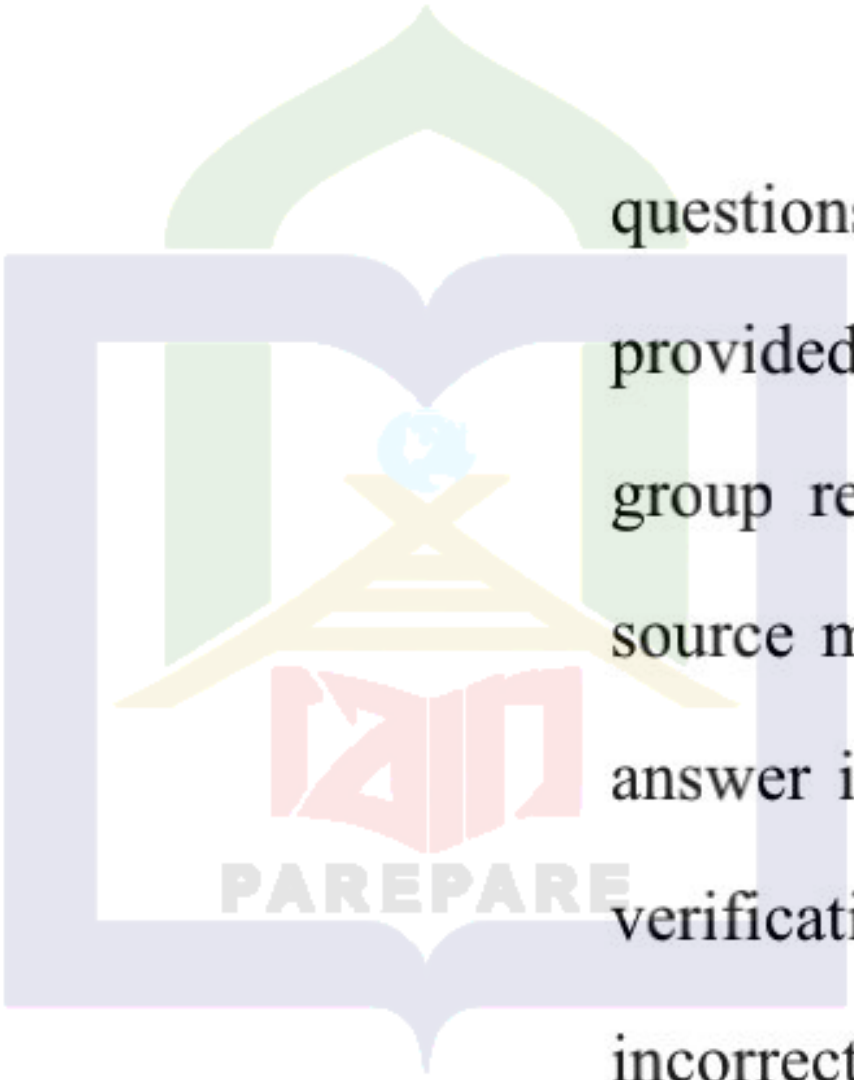4) At the word 'Go', one person from each group 'runs' to the teachers' desk, takes the first question only and runs back with it to the group.

5) Using the source material, the groups find and write down the answer on a separate piece of paper.

6) This take to the teacher by the second person. The teacher checks the answer. If it is accurate and complete, the second question is collected and so on. If any answer is inaccurate or incomplete, the teacher sends the runner back to the group to try again.

7) The first group completes all answer 'wins'.[23]

The "Quick on the Draw" strategy for teaching reading skill involves several key steps. The teacher begins by preparing a set of questions related to the text, each set distinguished by a unique color. The class is divided into groups, and each group is assigned a color corresponding to a set of

---

[23]http://www.english-teaching.co.uk

questions. The source material containing the answers to the questions is provided to each group. When the activity begins, one member from each group retrieves the first question and returns to their group. Using the source material, the group collectively finds and records the answer. The answer is then presented to the teacher by the second group member for verification. If correct, the process continues with the next question; if incorrect, the group revises their answer. The first group to complete all answers accurately is declared the winner. This strategy encourages active engagement, teamwork, and skill skills development among students.

d. Quick on the Draw Strategy in Learning Processed

The "Quick on the Draw" strategy, originally designed as a drawing game, can be adapted and effectively applied to the learning of reading skill. Here's an explanation of how this strategy can be used in the reading process:

1. Preparation:

Before using the strategy with students, the teacher prepares a set of questions related to the text. These questions should be designed to test the students' skill of the material.

The questions are printed on separate pieces of paper or cards, with each set of questions distinguished by a distinctive color. These sets are placed on the teacher's desk.

2. Group Formation:

The class is divided into groups of students, typically consisting of three to four members per group. Each group is assigned a specific color to identify their corresponding set of questions.

3. Source Material:

Each group is provided with the source material, which contains the answers to the questions. This source material can be in the form of a text, passage, or reading material that the students need to comprehend.

4. Gameplay:

The activity begins with a signal from the teacher. One member from each group "runs" to the teacher's desk and retrieves the first question, identified by its distinctive color. This member then returns to their group with the question.

5. Answer Retrieval:

Using the source material provided, the group works together to find and write down the answer to the question on a separate piece of paper. This encourages collaborative learning and critical thinking as students search for the correct answers within the text.

6. Verification:

The second person in each group takes the answer back to the teacher. The teacher checks the answer for accuracy and completeness.

If the answer is accurate and complete, the teacher collects the second question, and the process continues with the next question.

If any answer is inaccurate or incomplete, the teacher sends the runner back to the group to revise and try again.

7. Winning Group:

The first group to successfully complete all the questions with accurate and complete answers is declared the winner of the activity.[24]

Based on the explanation above that the "Quick on the Draw" strategy for learning reading skill turns the process into an engaging and competitive game. It encourages students to actively search for answers within the text, work collaboratively in groups, and verify their skill by providing accurate responses. This strategy not only enhances reading skills but also makes the learning process enjoyable and interactive.

---

[24] Wright, Andrew, *Games Quick on the Draw for Language Learning* (New York: Cambridge University Press, 2019)

C. Conceptual Framework

The main focus of this research is The Effect of Quick on the Draw Strategy in Improving Students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare. The researchers design the conceptual framework of this research by showing diagram below:

```
                    ┌─────────────────────────────┐
                    │     LIBAM IAIN Parepare     │
                    └─────────────────────────────┘
                                  │
                                  ▼
        ┌─────────────────────────────────────┐
        │  Effect of Quick on the Draw Strategy │         ┌──────────┐
        │    • Preparation                      │         │          │
        │    • Group Formation                  │    ◄────│  INPUT   │
        │    • Source Material                  │         │          │
        │    • Answer Retrieval                 │         └──────────┘
        │    • Verification                     │
        │    • Winning Group                    │
        └─────────────────────────────────────┘
                                  │
                                  ▼
    ┌─────────────────────────────────────────┐         ┌──────────┐
    │  The Effect of Quick on the Draw Strategy │   ◄────│  OUTPUT  │
    │   in Improving Students Reading Skill     │         │          │
    └─────────────────────────────────────────┘         └──────────┘
```
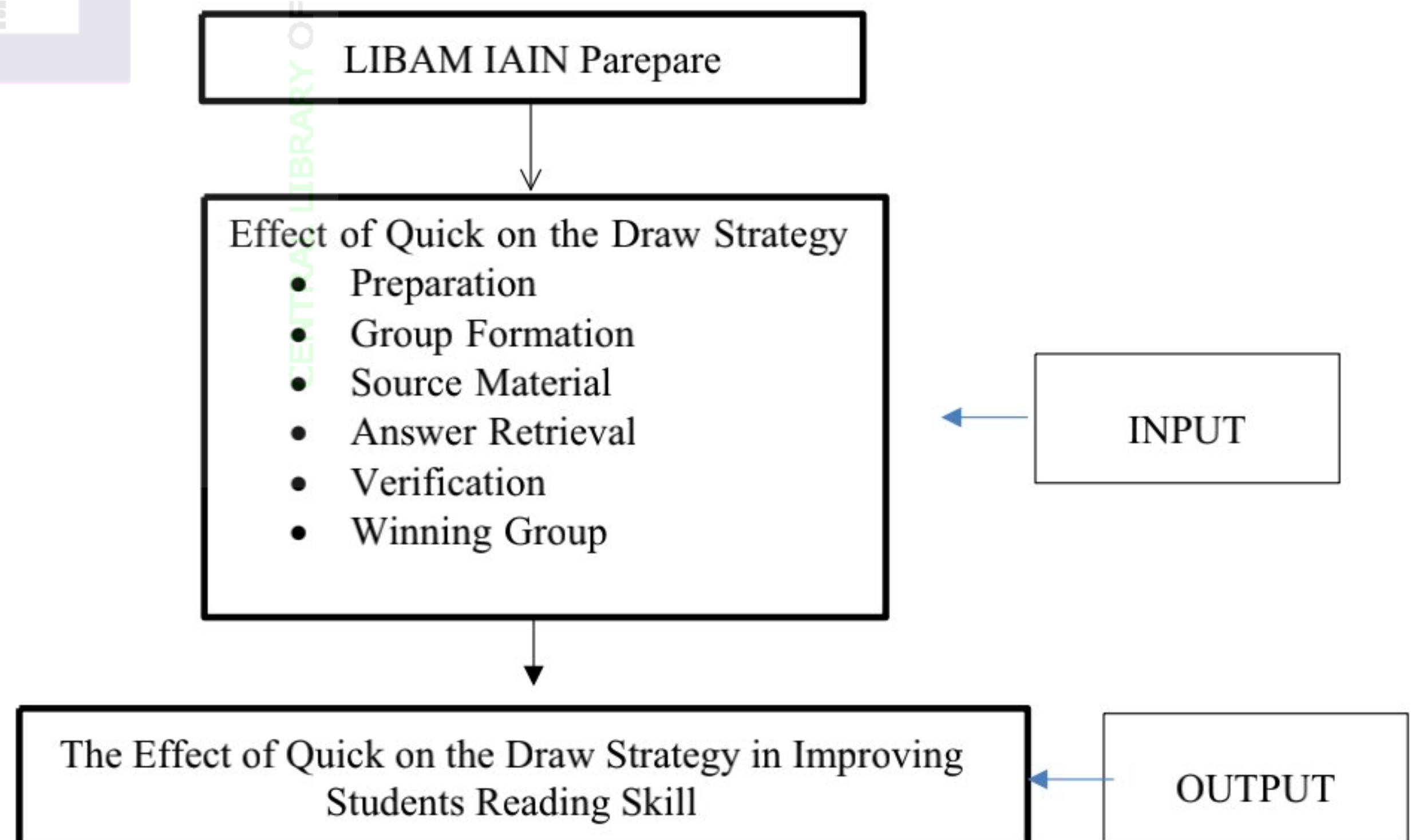
Picture 2.6 : Conceptual Framework

D. Hypothesis

Based on the concept of the research, the hypothesis can be explained below:

Ho : There is no improvement of Students Reading Skill using Quick on the Draw Strategy at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare.

H1 : There is improvement of Students Reading Skill using Quick on the Draw Strategy at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare.

E. Definition Operational Variables

Operational variables, often referred to as operational definitions, are a crucial concept in scientific research and experimentation, the definition of variable can be explained below:

1. Reading Skill

Reading skill refers to the ability to interpret and understand written text. It involves a combination of cognitive processes that allow individuals to comprehend and extract meaning from written language. The indicator of reading skill are determining main idea, finding detail information, supporting data, summary of the text.

2. Quick on The DrawStrategy

Quick on the Draw Strategy is one method that can be used in reading a skill of text, The students can read a text speed and understand about the text that their read. This strategy is designed to influence the students to get
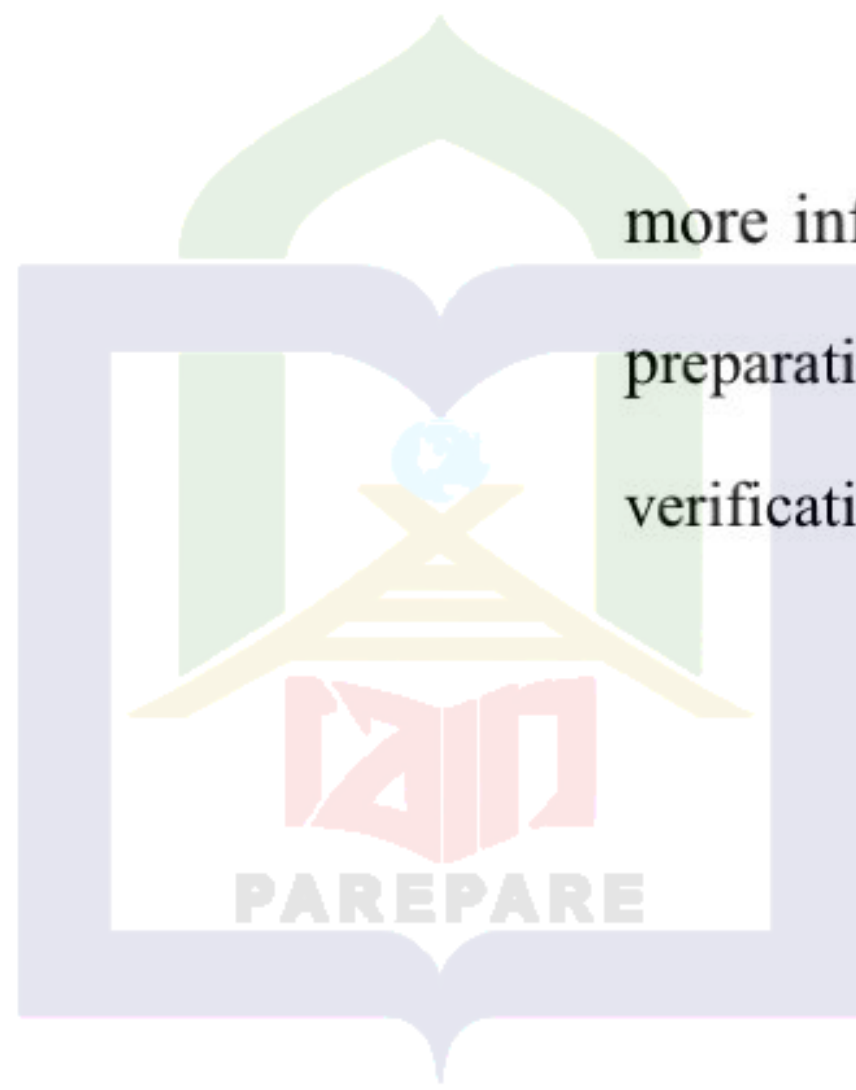
more information from the text that they have read. The indicator will be preparation, group formation, source material, gameplay, answer retrieval, verification, winning group.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher want to established possible cause and effect between dependent and independent variable. Pre-experimental was a term used in research and experimental design to describe a type of study that lacks some of the characteristics of a full experimental design. Pre-experimental studies typically have limited control over variables and are often considered less rigorous than true experimental designs

Researcher gathered strategy or media used samples and then randomly assigns half the samples to classroom and the other half to be used in other term of variable while controlling all the other variables. The researcher was intended to know the effect of Quick on the Draw Strategy in Improving Students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare.

Table 3.1 Pretest-Posttest Design

$$O1 \ X \ O2$$

Keterangan:
O1 : Pretest (Reading Skill)
X : Treatment (Quick on the Draw Strategy)
O2 : Posttest (Reading Skill)

B. Location and duration of the research

The location of the research conducted in Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare Kota Parepare, Sulawesi Selatan in, and the research did the research about 45 days including of analysis data.

C. Population and Sample of Research

1. Population

The population of this research were Generation of 2022 which total of the students as shows in table below:

Table 3.1 Population of Research

Generation	GENDER		TOTAL
	MALE	FEMALE	
GENERATION 2022	23	30	53

Sources: LIBAM Secretary

2. Sample

The sample can be choosen for class experiment class in generation of 2022 which total of students were 53 students. The researcher used simple random sampling which take one group English class which consisted of 15 students. The reason why the researcher choose this sample was because relevant to the characteristic of the sample which never be taught of the Quick on the Draw Strategy.

D. Procedure of Collecting Data

Data collection was an indispensable step in research, because the data collected is used to test the hypotheses that have been formulated in this study. In general, there are several methods of data collection techniques, namely.
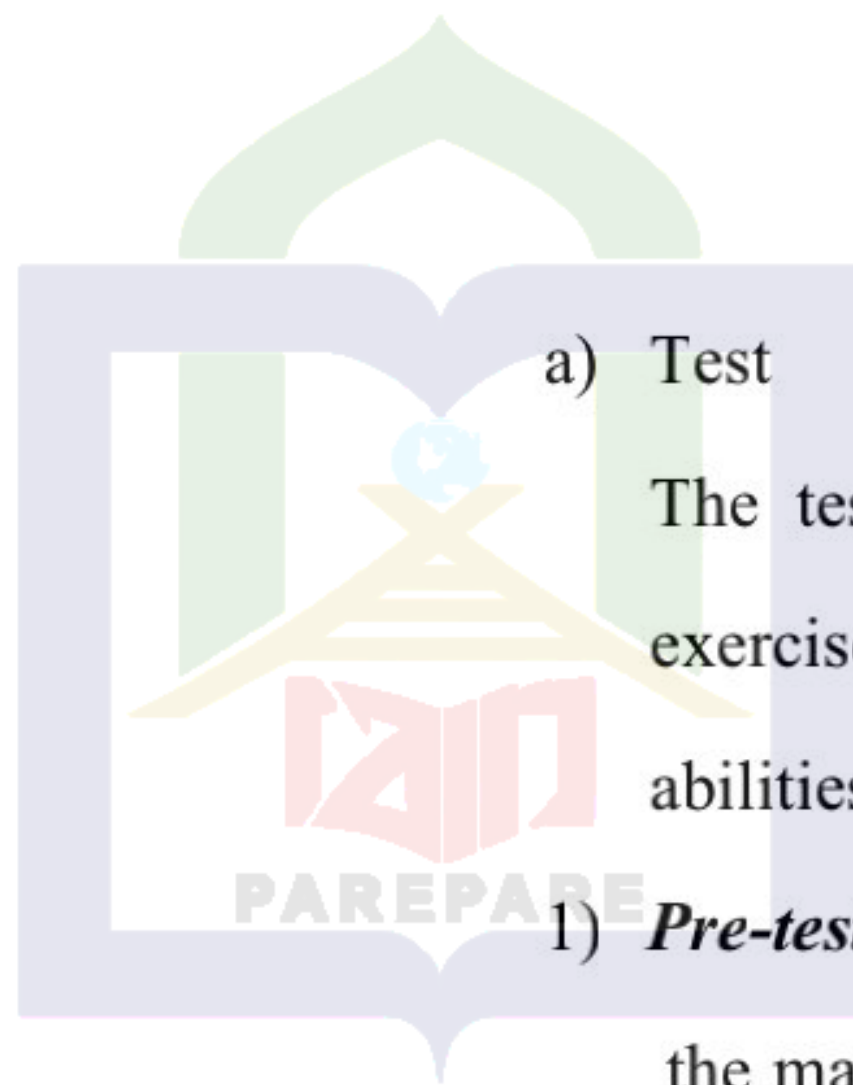
a) Test

The test as a data collection instrument was a series of questions or exercises used to measure the knowledge, and skill while intelligence abilities or talents about Students' reading skill at LIBAM IAIN Parepare.

1) *Pre-test* was an activity to test the level of Students' Reading Skill which the material before delivered; the pre-test was carried out before teaching activities using Quick on the Draw Strategy. Before researcher giving the treatment on the first meeting researcher gave pre-test to students' to identify students' reading skill.

2) *The post-test* was the test that the researcher after the treatments or after using Quick on the Draw Strategy. Post-test was the final evaluation when the material taught on that day has been gives a post-test in other words whether students have improvment in English. The smilar test were given from pretest to identify students' reading skill.

b) Treatment

The researcher gave the treatment to students'and give some materials about reading skill which improved by Quick on theDraw Strategy. This treatment conducted for four meetings.

1) First Meeting: The researcher introduce Quick on the Draw Strategy to the students'. Researchers explained to the students that Quick on the Draw Strategy application was an online learning platform designed to help improve the ability to memorize and study various subjects. They showcased the features of Quick on the Draw Strategy, the students
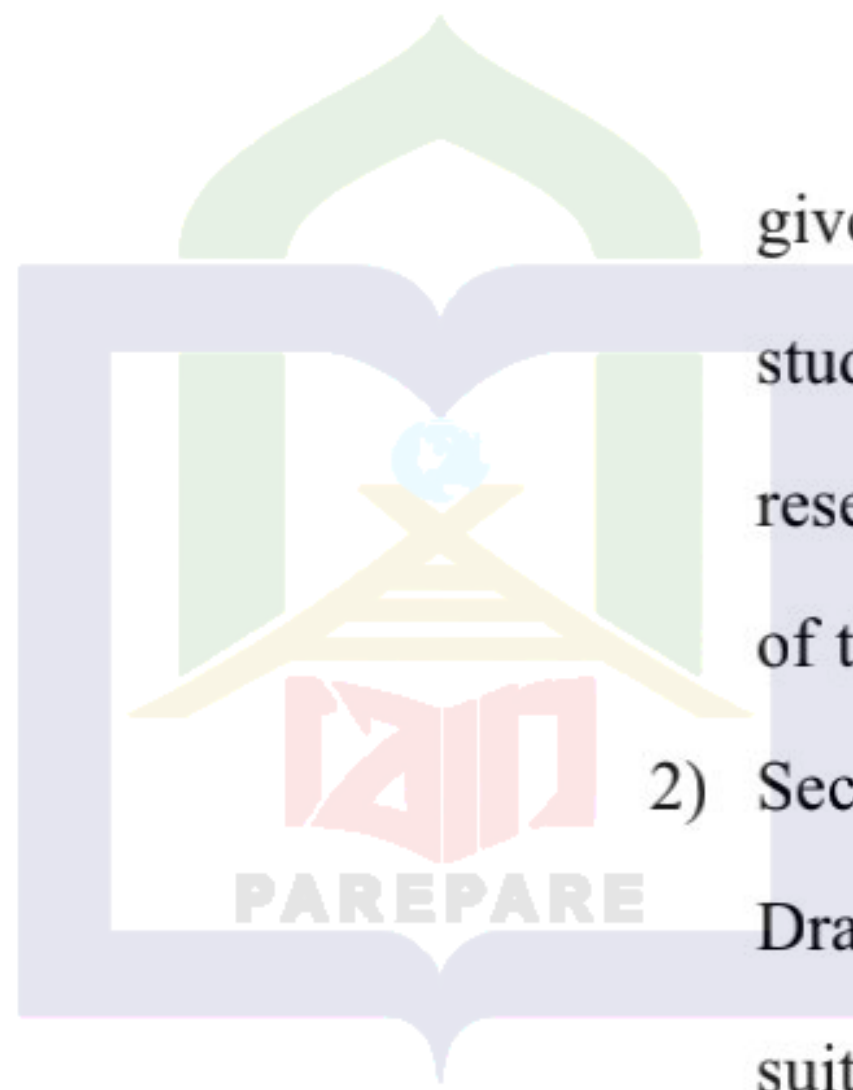
given time to practice using Quick on the Draw Strategy. Once the students had practical experience with Quick on the Draw Strategy, the researchers could conduct an evaluation to measure the effectiveness of the strategy in helping students learn the subject matter.

2) Second Meeting: The researcher explained the used to Quick on the Draw Strategy to improve students' reading skill. Researchers identify suitable application for enriching students' reading skill. The researchers determine a list of word that students want to improve. Often requires players to draw objects or concepts related to specific words or phrases. This can help improve vocabulary as players associate visual representations with words. For example, if students draw a "a processed of playing guitar," students reinforce the word's meaning.

3) Third Meeting: The researcher using Quick on the Draw Strategy in teaching reading for descriptive text. Researchers select some reading text that taught to students. Specifically, it was related to descriptive text. The researchers create a group of the students for draw the materials of the descriptive text.

4) Four Meeting: The researcher evaluated students' reading skill after Quick on the Draw Strategy in learning process. The researcher explained to the students about Quick on the Draw Strategy and how this this strategy can help improve their reading skill. The researcher introduced the materials that studied by the students. The students asked to identified some of the main idea of the text delivered before.
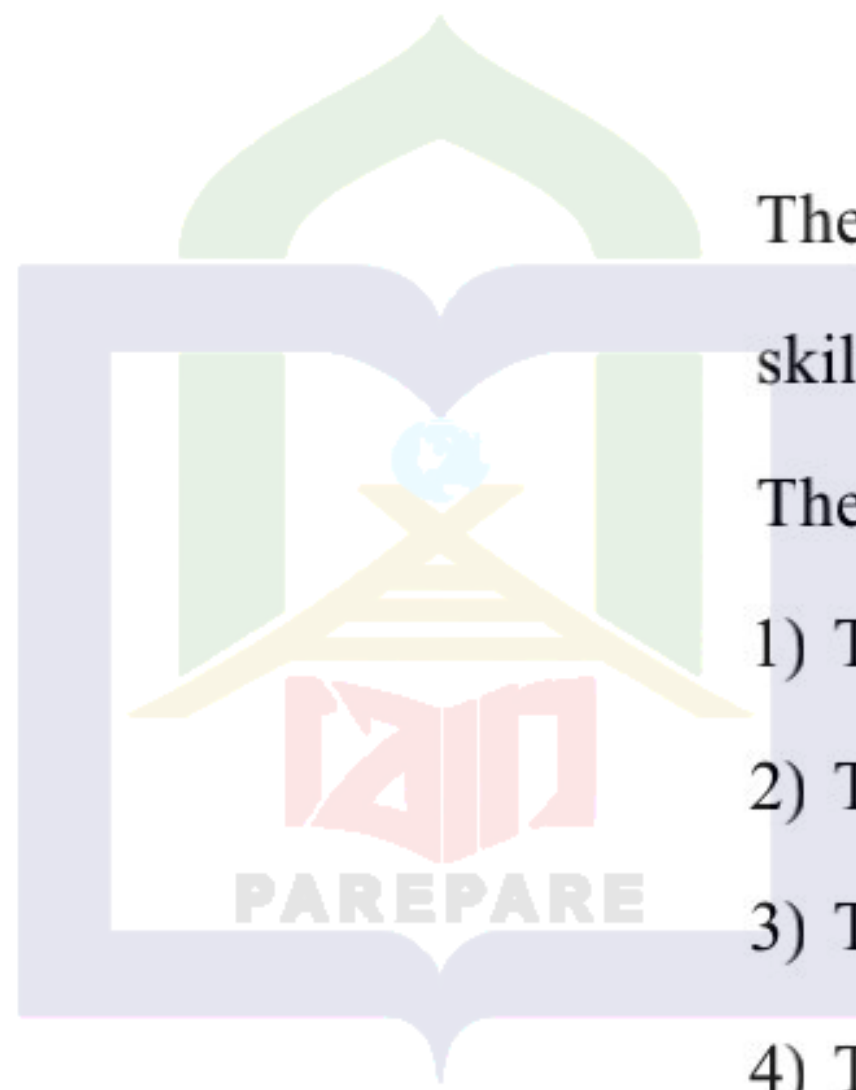
They encouraged to use the strategy regularly to practice their reading skill.

The procedure of the treatment as follow:

1) The research greet to the students' to open the class.

2) The research gave direction to pray before learning.

3) The researcher introduced herself to all the students'.

4) The researcher gave motivation to the students' before teaching the materials.

5) The research checked the attendance list.

6) The research explained the material and the activity will be used.

7) The materials referring to the concept of Quick on the Draw Strategy.

E. Instrument of the Research

According to Lorraine saying an instrument was a tool used to collect data. It mean that instrument are a tool or facilities that are used by the writer to collect the data completely and systematically.[25] Research instrument was a tool in researching to collect data. The instrument used in this research is test reading test. The reason why the researcher used test reading skill was because the researcher want to know the students' reading skill after using Quick on the Draw Strategy.

F. Technique of Data Analysis

---

[25] Eri Kusumawati, Increasing Present Continuos Tense Mastery Using Grammar Transletion Method at Eight Graders of Mts N 1 East Lampung In Academic 2019.

Data analysis techniques directed to answer the problem formulation has been determined. Caused the data was quantitative, then analyzes the data using statistical methods that have been available.[26] Technique of Data analysis in this research will use Microsoft Excel.

1. Descriptive Analysis

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any testbefore conducting infrential analysis.

a) Scoring the students' correct answer of pre-test and post-test by using formula :

$$score = \frac{Student\ correct\ answer}{The\ total\ number\ of\ them} \times 100$$

Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.[27]

---

[26] Sugiono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: Alfabeta, 2012), Cet.Ke-4. P.243

[27] Suharsimi Arikunto, *Dasar Evaluasi Pendidikan, Edition of Revisi (Cet. X, Jakarta: Bumi Aksara, 2013), p.125.*

b) Classifying the score students' classification as follow:

Table 3.2 Classification of Students' Reading Skill

No	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor

Score: Suharsimi Arikanto, 2013;281

c) Percentage of students' reading score using the following formula:

$$P = \frac{F}{N} \times 100\,\%$$

Where:
P : Percentage
F : Frequency
N : Total Number of Students.

d) To find out the average score following formula :

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

Where :
$\bar{x}$: Mean Score

$\sum x$: The total number of the students score
N : The number of student

e) Calculating standard deviation of students' score in pre-test and post-test following formula:

$$S = \sqrt{\frac{SS}{N}} \text{, where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where :   S   : The standard Deviation

SS   : The square root of the sum of square

$\sum X^2$: The sum of square

$(\sum x)^2$: Total square of the sum

N   : Total number of student [28]

Standard deviation is used for measuring the mean score as valid as result data, which become generally score for representative the population average. The counting of the data will be supported by SPSS Application.

f) The formula used in finding out the difference between students' score in pre-test and post-test following formula:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

[28] Ph. D Rukminingsi, M.Pd, Dr. Gunawan Adhnan,. Ph.D, Prof. Muhammad Adnan Latief, M.A., "Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas," 2020.

Where :

$\underline{t}$	:	Test of significance
$\bar{x}1$	:	Mean score of Pre Test
$\bar{x}2$	:	Mean score of Post Test
SS_1	:	Sum square of Pre Test
SS_2	:	Sum square of Post Test
n_1	:	Number of students' of Pre Test
n_2	:	Number of students' of Post Test
1	:	Constant number
2	:	Number of class [29]

T test become very essential test for comparing the two findings result data which has different category of sample and average result.

---

[29] Nurvitasyasari, "The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students' of Juniar High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar" (2017).
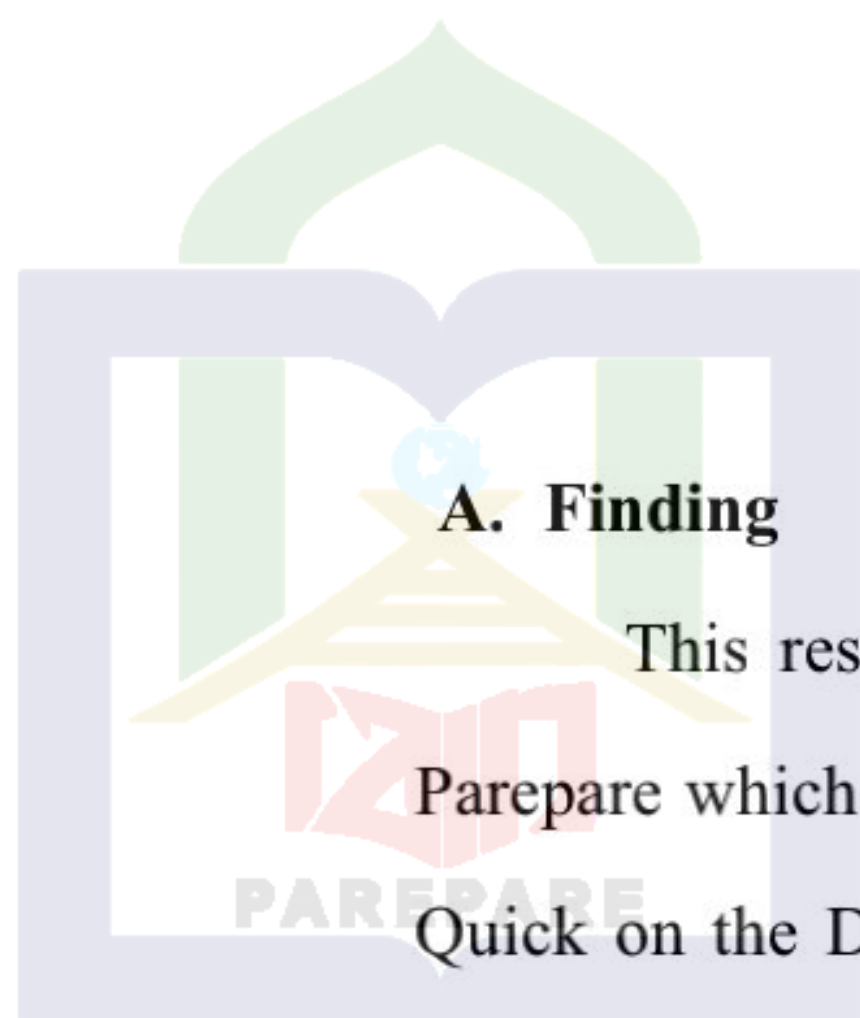
CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

This research did Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare which conducted with experiment approach, this research was identified Quick on the Draw Strategy in Improving Students Reading Skill. The result of this research based on the research question which showed below:

1. The Students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare)

The explanation of students' reading skills at Libam would involve an assessment of how well students comprehend written texts, their vocabulary proficiency, their ability to infer meaning from context, and their critical thinking skills related to reading comprehension. This research conducted score based on pre and post test. The test result can be explained below:

a) Result of Pre Test

Pretest given to the students before doing treatment, the researcher explained about the score which explained based on the classification below:

Table 4.1 Result of Pre Test

N0	Category	Result of Pre Test	
		Frequency	Percent
1	(Very Good) 80-100	4	26,66
2	(Good) 66-79	2	13,33
3	(Fair) 56-65	7	46,66

4	(Poor) 40-55	1	6,66
5	(Very Poor) <39	1	6,66
	Total	**15**	**100**

According to the table above, the students which get score in interval of 80-100 were 4 students or 26,66%. Students who get score in interval 66 -79 were 2 students or 13,33%. Students who get score in interval 56-65 were7 students or 46,66%. Students who get score in interval 40-65 were 1 students or 6,66%. And the last who get score in interval <39 were 1 students or 6,665.

Table 4.2 Descriptive of Pre Test

Descriptive Statistics Pre Test

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	30	30.00	80.00	61.33	25,416
Valid N (listwise)	30				

The table presents descriptive statistics for the pre-test scores of the students. The data showed the mean score for 61,33 which category of *Fair Level*, the standard deviation showed for 25,416 which identified that mean score is valid data. The relatively high standard deviation indicates that the scores are spread out over a wide range, reinforcing the diversity in proficiency levels among the students. The descriptive statistics underscore the heterogeneous nature of students' reading proficiency levels within the cohort. While the mean score indicates a fair level of proficiency, the considerable standard deviation highlights the variability in

individual performance.

b) Result of Post Test

Posttest given to the students' after doing treatment, the researcher explained about the score which explained based on the classification below:

Table 4.3 Result of Post Test

N0	Category	Result of Pre Test	
		Frequency	Percent
1	(Very Good) 80-100	11	73,33
2	(Good) 66-79	3	26,66
3	(Fair) 56-65	1	06,66
4	(Poor) 40-55	0	0
5	(Very Poor) <39	0	0
	Total	15	100

According to the table above, the students which get score in interval of 80-100 were 11 students or 73,33%. Students who get score in interval 66-79 were 1 students or 26,66%. Students who get score in interval 56-65 were 1 students. Students who get score in interval 40-65 were 0 students and the last who get score in interval <39 were 0 students.

Table 4.4 Descriptive of Post Test

Descriptive Statistics Post Test

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	30	60	100	80,67	65,416
Valid N (listwise)	30				

The table presents descriptive statistics for the post-test scores of a sample group of students. The statistics provide information about the distribution, central tendency, and variability of the scores. The mean score showed 80,67 which categorized as *Good Level*. The standard deviation showed for 65,416 which the mean score is valid. The explanation provided offers a comprehensive overview of the students' reading skills at Lintasan Imajinasi Bahasa Mahasiswa (Libam) at IAIN Parepare, focusing on both pre-test and post-test results, along with descriptive statistics.

The comparison between pre-test and post-test results indicates a positive impact of the treatment or intervention provided by the Libam program on students' reading skills. The substantial increase in the number of students achieving higher proficiency levels in the post-test reflects the effectiveness of the program in enhancing students' comprehension, vocabulary proficiency, and critical thinking skills related to reading. Moreover, the descriptive statistics reveal the overall improvement in students' reading abilities, with the mean score shifting towards higher proficiency levels in the post-test.

2. **The Using of Quick on the Draw Strategy to improve students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare**

The second research conducted about using of Quick on the Draw strategy to improve students reading skill at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare. Some of the step followed below:

Table 4.5 Teaching using Quick on the Draw Strategy

Time	Teaching Activities
Opening Class	1. Greet the students and introduce the lesson topic: Using Quick on the Draw Strategy to Improve Reading Skills 2. Discuss the importance of reading skills and how Quick on the Draw Strategy can aid comprehension and vocabulary development 3. Provide an overview of the lesson objectives and activities.
Main Class	1. Explanation of Quick on the Draw *(15 minutes)* a. The Researcher carefully selects reading material appropriate for the students' level and prepares a set of questions related to the text. The researcher gave some sentences and question about narrative text. b. The Researcher divided into small groups, comprising three to four students per group. c. The Researcher provides each group with the same text narrative material, which a printed

passage.

d. The researcher signals for one member from each group to approach the teacher's desk to retrieve the first question, which is marked by the group's assigned

e. Students collaborate to find and formulate the answer to the question based on the provided text. They may discuss, re-read, and analyze the text together to ensure comprehension and accuracy in their group.

f. Once the answer is determined, another group member brings it back to the researcher for verification. The researcher checks the answer for accuracy and completeness. If correct, the researcher provides the next question to the group. If incorrect, the group is sent back to revisit the question and make necessary revisions.

g. The activity continues until one group successfully completes all questions with accurate and complete answers. The first group to achieve this is declared the winner of the activity.

| Closing Class | a. The researcher evaluate all the students result answered. |
| | b. Researcher summary the materials during the students attention |

c. Researcher explain the benefit of the strategy to improve students cooperative and motivation while their reading skill at group.

d. Researcher closed the class by giving motivation for studying English.

The research conducted on utilizing Quick on the Draw Strategy to enhance students' reading skills at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare, a structured approach was employed to integrate this method into classroom instruction.

During the opening class, the researcher initiated the session by warmly greeting the students and introducing the lesson topic: Using Quick on the Draw Draw Strategy to Improve Reading Skills. The importance of reading skills and how Quick on the Draw Strategy could aid comprehension and vocabulary development were discussed, providing students with a clear understanding of the lesson objectives and activities.

The researcher explained the Quick on the Draw strategy. Reading materials appropriate for students' levels were carefully selected, and a set of questions related to the text was prepared. The class was divided into small groups, each comprising three to four students, and provided with the same narrative text material.

During the activity one member from each group retrieved the first question from the teacher's desk, signaling the start of the engagement. Groups collaboratively worked together to analyze the text, discuss answers, and ensure comprehension and accuracy. Verification of answers by the researcher allowed

for immediate feedback, ensuring clarity and understanding. The activity continued until one group successfully completed all questions, fostering healthy competition and active participation among students.

The researcher evaluated all students' responses, providing a comprehensive review of their performance. A summary of the materials covered during the session was provided, emphasizing key points and reinforcing learning outcomes. Additionally, the researcher highlighted the benefits of the strategy in enhancing students' cooperation and motivation during group activities, underscoring the importance of collaborative learning. The class concluded with the researcher delivering motivational remarks, inspiring students to continue their efforts in improving their English proficiency.

According to the explanation above, the researcher showed the accumulation of the pre and post test below:

Table 4.6 Accumulation of Pre-Post Test

No	Test Result	Mean	Category
1	Pre Test	61,33	Fair
2	Post Test	80,67	Very Good

Based on the data above students pretest reading skill can be categorized as **Fair** with the score of 61,33. And the students post test can be categorized as **Very Good** with the score of 80,67.

The implementation of Quick on the Draw Strategy, students under a post-test, conducting a mean score of 80.67, categorized as 'Very Good'. This substantial improvement reflects the effectiveness of the intervention in enhancing students' reading skills within a relatively short period. The changed from a 'Fair'

to a 'Very Good' categorization signifies significant progress and growth among the students.

The adoption of Quick on the Draw Strategy facilitated comprehension, critical thinking, and vocabulary development, enabling students to achieve higher levels of proficiency in reading. The data highlights the transformative impact of incorporating innovative teaching strategy to students' needs and learning styles. It explained that the importance of dynamic and interactive approaches in teaching student engagement and facilitating reading skill.

T-Test Independent

Paired T-Test is a parametric test that can be used on two data between pre and post test. The purpose of this test is to see if there is an average difference between two paired data. Following are the results of the data description:

Table 4.7 T-Test Paired Samples Test

Paired Samples Test									
		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre_test Post_test	76.980	23.760	6.879	6.980	8,337	1.038	15	.000

Based on the results of the analysis, it is obtained that the t-test value is 1.038 where to find out whether the *t-count* value is significant with a 95% confidence interval, it must be compared with the score in the t table. And to see the t table it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means 15-1 = 14. It refer to the t table score of 1.753.

If the calculated t score was 1.038 and the t value from the table (t distribution table) was 1.753, then the researcher concluded that there is a significant difference between the two groups of data being compared. In this context, the null hypothesis which states that there is no difference between the two data groups can be rejected. The alternative hypothesis which states that there is a difference between the two groups of data will be accepted. Thus the results of the analysis obtained significant score for 0,000 < 0,05, then the null hypothesis was rejected and the h1 hypothesis was accepted. So, there is improvement of Students Reading Skill using Quick on the Draw Strategy at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare.

B. Discussion

The research conducted on the students' reading skills at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare involved a comprehensive assessment of students' reading skill, The study employed pre and post-tests to evaluate the effectiveness of Quick on the Draw Strategy in enhancing students' reading skill.

The pre-test results revealed a distribution of students across different proficiency levels, with the majority categorized as 'Fair', indicating a moderate level of reading skill proficiency. However, following the implementation of Quick on the Draw Strategy, significant improvements were observed in the post-test results. The mean score increased substantially, shifting the categorization of students' reading skills from *'Fair'* to *'Very Good'*, indicating a remarkable enhancement in their reading proficiency levels.
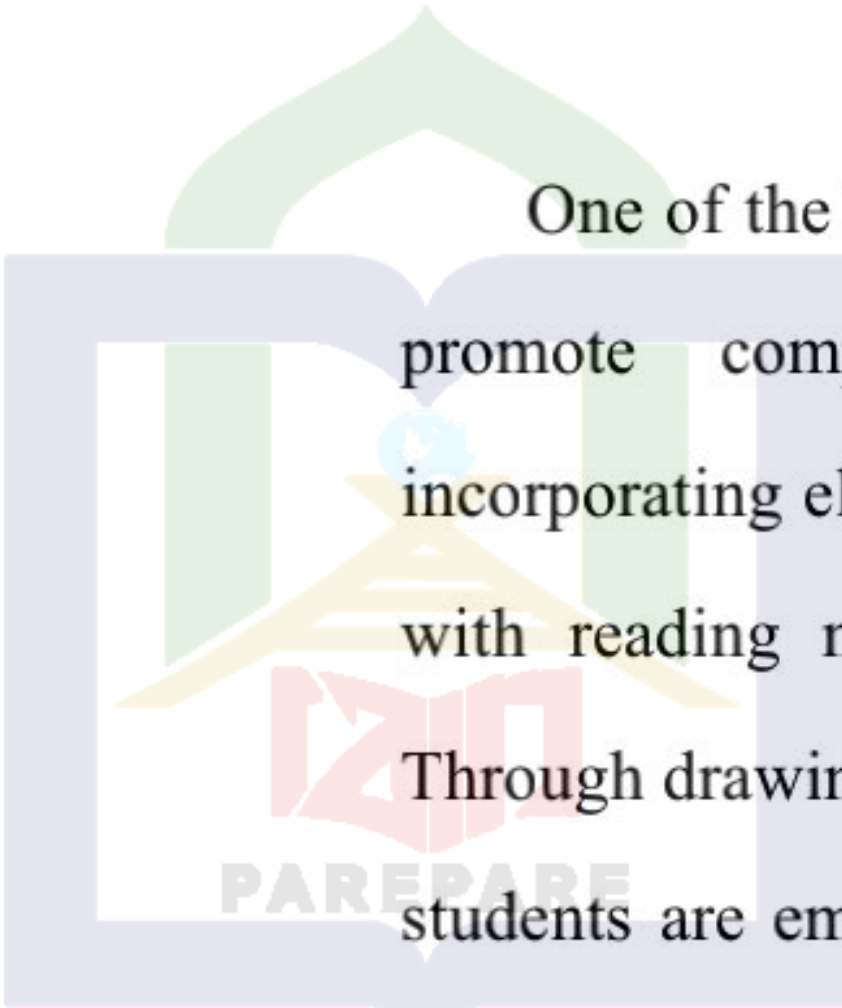
The adoption of Quick on the Draw Strategy facilitated comprehension, critical thinking, and development among students, enabling them to achieve

higher levels of proficiency in reading within a relatively short period. The study emphasized the importance of dynamic and interactive teaching approaches in engaging students and enhancing their reading skills effectively.

The statistical analysis using the Paired Samples *T-Test* provided further evidence of the significant difference between pre and post-test scores. The calculated t-score was found to be significant (t = 1.038), indicating a substantial improvement in students' reading skills after the intervention. Comparison with the critical value from the t-distribution table (t = 1.753) confirmed the rejection of the null hypothesis and acceptance of the alternative hypothesis, signifying a meaningful difference between the two data groups.

The findings underscore the efficacy of Quick on the Draw Strategy in improving students' reading skills at Libam IAIN Parepare. By providing a structured and engaging learning environment, Quick on the Draw Strategy fostered collaboration, critical thinking, and motivation among students, leading to notable advancements in their reading proficiency levels. The study's results have significant implications for educators seeking effective approaches to enhance students' reading skills and promote academic success in language learning contexts.

The utilization of Quick on the Draw Strategy represents a highly effective method for improving students' reading skills comprehensively and efficiently. This approach offers a dynamic and engaging traditional teaching methods, fostering active participation, critical thinking, and meaningful interaction among students.

One of the key advantages of Quick on the Draw Strategy lies in its ability to promote comprehension through interactive learning experiences. By incorporating elements and hands-on activities, students are encouraged to engage with reading materials in a way that transcends mere passive consumption. Through drawing, discussion, and collaborative problem-solving with their groups, students are empowered to explore texts more deeply, extract key concepts, and make connections between ideas, thereby enhancing their overall comprehension skills.

Quick on the Draw Strategy serve as a catalyst for vocabulary development and retention. By encouraging students to visualize and conceptualize words and concepts through drawing, this method reinforces vocabulary acquisition in a students manner. Through repeated exposure and active engagement with language, students are better equipped to internalize and apply new vocabulary in context, thereby expanding their lexical repertoire and enhancing their reading skill.

Quick on the Draw Strategy facilitate critical thinking skills by prompting students to analyze, interpret, and evaluate textual information in a structured and interactive format in their group discussion. By posing questions, encouraging discussion, and challenging students to draw inferences and connections within the text, this approach cultivates higher-order thinking skills essential for effective reading comprehension. Students learn to discern main ideas, identify supporting details, and draw conclusions, thereby developing a deeper understanding of the students at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare.

Another notable benefit of Quick on the Draw Strategy is its capacity to promote engagement and motivation among students. By offering a dynamic and interactive learning environment, this approach captivates students' interest and enthusiasm, fostering a sense of learning process. Through collaborative activities, friendly competition, and the opportunity for *self-expression* through drawing, students are motivated to actively participate and take ownership of their learning journey, thereby fostering a positive and supportive classroom culture conducive to academic success.

Quick on the Draw Strategy represent a highly effective approach for improving students' reading skills by promoting reading skill and engagement in a dynamic and interactive learning environment. Through activities, collaborative problem-solving. Students empowered to deepen their understanding of texts, expand their vocabulary, and cultivate essential skills for students reading skill specially for students at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare.

CHAPTER V

CONCLUSION

A. Conclusion

According to the finding, the conclusion can be explained that:

1. The students reading skill at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare showed pretest score with average 61,33 and post test score with 80,67. It sum that, there is significant effect of the improvement pretest before treatment and after treatment of Quick on the Draw Strategy.

2. The using of Quick on the Draw Strategy to improve students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare was effective improved which proved from the result of the analysis data obtained significant score for $0,000 < 0,05$, then the null hypothesis was rejected and the h1 hypothesis was accepted. So, there is improvement of Students Reading Skill using Quick on the Draw Strategy at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare.

B. Suggestion

1. For Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare, recommended that LIBAM IAIN Parepare continues to integrate innovative teaching strategy, such as Quick on the Draw Strategy, into their curriculum. These strategy have proven to be effective in improving students' reading skills.

2. For Next Researcher, Future researchers could explore and evaluate the effectiveness of additional teaching strategy beyond Quick on the Draw Strategy.

BILBILOGRAPHY

Al-Qur'anul Karim

Afridayani "The Effects of Using Quick on The Draw Strategy toward Students' Reading Skill of The Second Year At Islamic Junior High School Al-Qasimiyah Sorek Satu" (Universitas Islam Negri Raden Intan Lampung)

Agvemi Zulhadi Alga."The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of MAN 1 Cerenti". (Pekanbaru: 2009). P, 8

Agvemi Zulhadi Alga."The Effect of Quick on the Draw Strategy toward Reading Comprehension of the First Year Students of MAN 1 Cerenti". (Pekanbaru: 2019)

Alice C, *Teaching Language in Context, Heinle & Heinle Publishers*, (Inc.: Boston, 2016)

Alwalss, B.A.A. "Reading Skills and Strategy : A Study of Undergraduate Speakers of Arabic Learning English at Sanas University (Tesis)"(Jawaharlal Nehru University, New Delhi, 2020)

Burnes. *Insight and Strategy for Teaching Reading* (New York: Harcourt Brace Jovanich Group. Pty Limited, 2020)

Dawkins, L.D. *Factors Influencing Student Achievement in Reading (Disertasi)* (Walden University, Minneapolis, 2017)

Eri Kusumawati, Increasing Present Continuos Tense Mastery Using Grammar Transletion Method at Eight Graders of Mts N 1 East Lampung In Academic 2019.

Finnochiaro, Mary, *English as a Second Language: from Theory to Practice* (New York: Regents Publishing Company, Inc., 2017)

Froschauer, *Developmental Milestones.* (German: Phoenix Centre, 2019)

Grabe. *Reading in s Second Language Moving from Theory to Practice.* (Cambridge: Cambridge University Press, 2019)

Grabe. *Reading in s Second Language Moving from Theory to Practice.* (Cambridge: Cambridge University Press, 2019)

Hammond, Jenny, et. al., *English for Social Purpose* (Sydney: Macquarie University, 2021)

Harmer, J. *The Practice English Language Teaching* (London: Longman, 2021)

Heilman, *Principles and Practises in Teaching Reading.* (Columbus, Ohio: Merril Publishing Company, 2021)

http://www.english-teaching.co.uk

Intama, "Implementation of Quick on the Draw Strategy in Learning to Understand Description Text Information" (Politeknik Negeri Malang, 2021)

Kalayo, *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru, Alaf Riau Graha UNRI Press, 2021)

Langan, John, *English Skills* (New York: McGraw Hill Company, 2019)

M. Syafi'i, Fauzan Anshari and Jonri Kasdi. *From Paragraph to a Research Report: a Writing of English for Academic Purposes*. (Pekanbaru: LBS, 2017)

Masfufa Affriyanti, "Peningkatan Kemampuan Membaca Cepat dengan Menggunakan Teknik Quick on the Draw pada Siswa Kelas VIII SMPN 04. (2010)

Masfufa Affriyanti, "Peningkatan Kemampuan Membaca Cepat dengan Menggunakan Teknik Quick on the Draw pada Siswa Kelas VIII SMPN 04. (2010)

Nunan, David, *Language Teaching Methodology* (London: Phoenix ELT, 2015)

Nurvitasyasari, "The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students' of Juniar High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar" (2017).

Permata, "The Effectiveness of Talking Drawing Strategy to Improve Students' Ability in Reading Skill" (Jurnal Pendidikan Ekonomi 6 (3)

Rukminingsi, Dr. Gunawan Adhnan, Muhammad Adnan Latief, M.A., "Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas," 2020.

Prof. Dr. Hannani, M. Ag. Dr. H. Saefuddin, M. Pd. Dr. Fikri, M. H.I. Andi Nurindah Sari, M. Pd. Dr. Herdah, M. Pd. Dr. Andi Bahri S, M. E., M. Fil.I. Dr. Aris, M. H.I. Dr. Iskandar, M. Sos. I. Bahtiar, MA. Muhammad Majdy Amiruddin, M. MA. Sari Hidayati, M. Pd. Ni'mah Natsir, M. Ars Abd. Rahman, M. Med. Kom, *Pedoman Penulisan Karya Ilmiah*, (Iain Parepare 2023)

Stoller, F. L. *Teaching and Researching Reading Secong Edition*. (New York: Routledge, 2021)

Sugiono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: Alfabeta, 2012), Cet.Ke-4.

Suharsimi Arikunto, *Dasar Evaluasi Pendidikan, Edition of Revisi (Cet. X, Jakarta: Bumi Aksara, 2013)*

Wright, Andrew, *Games Quick on the Draw for Language Learning* (New York: Cambridge University Press, 2019)

APPENDICES

Appendix 01 : Instrument of Research

Name of The Student	:	Andi Muh Akram Suhud
The Title of Thesis	:	The Effect of Quick and Draw Strategies in Improving Students Reading Skill at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare
Student Reg. Number	:	17.1300.106
Faculty	:	Tarbiyah
Study Program	:	English Education Program
Instrument	:	Reading Test

PRE TEST

Read the Descriptive Text Below

BOROBUDUR TEMPLE

Borobudur Temple, located in Central Java, Indonesia, is a magnificent and ancient UNESCO World Heritage Site that stands as one of the most impressive Buddhist monuments in the world. This colossal temple, constructed in the 9th century during the reign of the Syailendra dynasty, is renowned for its exceptional architecture and spiritual significance.

The Borobudur Temple is designed as a massive stepped pyramid, featuring nine stacked platforms adorned with intricate carvings and statues. Each level symbolizes a path to enlightenment in Buddhism, with the top level representing Nirvana. Visitors can explore the temple's galleries and terraces, marvel at the stunning reliefs illustrating Buddhist teachings and Javanese

culture, and enjoy panoramic views of the surrounding lush landscapes. As the sun rises, Borobudur becomes even more magical, creating a serene and spiritual atmosphere that attracts countless travelers from around the world, making it a must-visit destination for anyone interested in history, culture, and spirituality.

Please answer the question

1. What is the main idea of the text about Borobudur Temple?

A. Borobudur Temple's location

B. The history of Central Java

C. Borobudur's architecture and significance

D. The top level of Borobudur

2. According to the text, where is Borobudur Temple located?

A. In Bali, Indonesia

B. In Central Java, Indonesia

C. In Thailand

D. In Cambodia

3. When was Borobudur Temple constructed?

A. 7th century

B. 9th century

C. 12th century

D. 15th century

4. What is the significance of Borobudur Temple mentioned in the text?

A. It's a place of worship for various religions.

B. It's a popular spot for tourists.

C. It's a UNESCO World Heritage Site.

D. It's known for its ancient carvings.

5. What does each level of Borobudur symbolize?

A. Different gods and deities

B. A path to enlightenment in Buddhism

C. The number of visitors allowed

D. The different dynasties of Indonesia

6. What is located on the top level of Borobudur?

A. A museum

B. A restaurant

C. The Nirvana

D. A marketplace

7. What can visitors do at Borobudur Temple?

A. Buy souvenirs

B. Climb to the highest level

C. Explore galleries and terraces

D. Visit a nearby beach

8. What does the text say about the reliefs at Borobudur?

A. They depict scenes from the movies.

B. They illustrate Buddhist teachings and Javanese culture.

C. They are modern art installations.

D. They are made of wood.

9. What makes Borobudur Temple even more magical, according to the text?

A. The local wildlife

B. The panoramic views

C. The nearby city

D. The temple's size

IV

10.   Who is most likely to be interested in visiting Borobudur Temple?
A. People looking for a beach vacation
B. History enthusiasts
C. Food lovers
D. Sports fans

POST TEST

Read the Descriptive Text Below

PRESIDENT OF INDFONESIA

Joko Widodo, commonly known as Jokowi, is a prominent Indonesian political figure who has made significant strides in the country's politics. Born on June 21, 1961, in Solo, Central Java, Jokowi rose to prominence as a successful businessman and later entered the political arena. He served as the Mayor of Surakarta (Solo) from 2005 to 2012, where his leadership was marked by efforts to improve public services, infrastructure, and community welfare. Jokowi's down-to-earth and approachable demeanor earned him popularity among the people of Solo. In 2012, he was elected as the Governor of Jakarta, the capital city of Indonesia, where he continued to implement various urban development projects and reforms. His ability to connect with ordinary citizens and his focus on addressing their daily problems resonated with many.

In 2014, Joko Widodo was elected as the President of Indonesia, marking a historic moment as the country's first president without a military or political elite background. His presidency has been characterized by efforts to boost infrastructure development, reduce bureaucracy, and promote economic growth. Jokowi has also taken steps to address social issues, including improving healthcare and education. While his leadership has been praised for certain initiatives, he has also faced challenges, such as managing a diverse and complex archipelago nation. Jokowi's presidency has left a significant impact on Indonesia's political landscape, and his continued commitment to the country's development remains a subject of interest both nationally and internationally.

Please answer the question

1. What is the main idea of the text about Joko Widodo (Jokowi)?
A. Jokowi's business success
B. Jokowi's political career
C. Jokowi's family background
D. Jokowi's hobbies and interests

2. According to the text, where was Joko Widodo born?
A. Jakarta
B. Bandung
C. Solo, Central Java
D. Bali

3. What was Jokowi's role as the Mayor of Surakarta (Solo) known for?
A. Promoting military power
B. Improving public services and infrastructure
C. Leading a religious organization
D. Hosting cultural events

4. What qualities of Jokowi made him popular among the people of Solo?
A. His wealth
B. His down-to-earth and approachable demeanor
C. His family connections
D. His knowledge of foreign languages

5. In which year was Jokowi elected as the Governor of Jakarta?
A. 2005
B. 2012
C. 2014
D. 2020

6. What did Jokowi focus on during his time as the Governor of Jakarta?
A. National defense
B. Urban development projects and reforms
C. Promoting tourism
D. Environmental conservation

7. What historic moment is mentioned in the text regarding Jokowi?
A. His marriage
B. His role as a businessman

C. Becoming Indonesia's first president without a military or political elite background
D. His international recognition

8. How has Jokowi's presidency been characterized in terms of economic development?
A. Promoting rural agriculture
B. Fostering artistic and cultural projects
C. Efforts to boost infrastructure development and reduce bureaucracy
D. Reducing government expenditure

9. What social issues has Jokowi addressed during his presidency?
A. Improving transportation
B. Enhancing national defense
C. Improving healthcare and education
D. Promoting luxury tourism

10. What is the general impact of Jokowi's presidency mentioned in the text?
A. No impact on Indonesian politics
B. Significant impact on Indonesia's political landscape
C. A decline in the economy
D. Negative influence on international relations

VII