

THE IMPLEMENTATION OF SKETCH TO STRETCH IN TEACHING READING COMPREHENSION AT THE EIGHTH GRADE OF SMPN 32 BULUKUMBA

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: 26-10-2021 Revised: 29-10-2021 Accepted: 28-11-2021 Published: 16-12-2021</p> <p>Keywords: Sketch to Stretch Reading Comprehension Descriptive Text</p>	<p>This research aimed to find out whether there is any significant difference achievement between the students taught through sketch to stretch and the students taught through without sketch to stretch at the eighth grade of SMPN 32 Bulukumba. The students' reading comprehension was restricted to two indicators namely main idea and supporting details. The researcher used a quasi-experimental research with two groups: one group as an experimental group and another group as a control group. The sample were class VIII.2 as an experimental group which consisted of 14 students and class VIII.3 as a control group which consisted of 14 students. The instrument of this research was reading test. The result of the research showed that the value of t-test in post-test both of groups was 2.519. it was higher than t-table namely 2.056 at the level of significant (p) = 0.05 with degree of freedom (df) = 26. The differences between t-test and t-table value was significant differences. It means that the Null Hypothesis (H0) was rejected an alternative (H1) was accepted. Therefore, it can be concluded that there is the significant differences achievement between the students taught through sketch to stretch and the students taught through without sketch to stretch.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Reading is a way to get information from something written by someone. The more reading, the more information we get. although sometimes we get the information indirectly. Reading process is a storehouse of knowledge. Because the reading process itself can open a very broad insight. Not only information that is in the country, but information about the world even the universe.

One of the purposes of reading is comprehension. According to Johnson (2005) reading is comprehension is seen as a process of using prior knowledge and one's understanding is influenced by the characteristics of individual readers, the characteristics of the text, and factors relating to the situation: the regulator of the situation, the task and the total arrangement. So, reading comprehension can influence the characteristics of the reader with the text being read.

Based on the research problem supported by the statements of experts, according to Mulla (2006) his observational report titled "Development Young Learners in Reading Skills in EFL Classes" that students often find difficulties and do not see interest in reading skills. He additionally expressed that reading activities were often the center of the teacher and students were the imitations of the teacher in finishing up reading activities in school. In fact, reading is material that needs a lot of students' attention.

Based on the interviewed with the English teacher in SMPN 32 Bulukumba, the researcher found the problem in teaching reading, they are the students bored, not enjoy or pleasing and difficult for them to understand. The English teacher also said the students have difficulty reading a text because they have limited vocabulary. So, that's why the researcher assumes that English teachers always use the old strategy.

Considering the students' bored, not pleasing and difficulty for them to understand. An attractive reading strategy called sketch to stretch. According to Sayang, Sofian & Wijaya (2014) sketch to stretch could be a visualizing strategy that engage the readers to create mental pictures whereas reading text. The sketch to stretch strategy is a strategy where students illustrate (draw/sketch) key ideas and details from a text to demonstrate their understanding and analyses.

Sketch to stretch is designed to help students who have difficulty reading skills. According to Pantaleo (2005) in her research journal entitled "Reading Young Children's Visual Text" quoted that sketch to stretch significantly effective as a result of the students trans mediate between language and art as they produce a sketch of the that means of the book. Sketch to stretch strategy can increase student motivation in learning English, this strategy can also make students more fun and not make students bored in learning English. Sketch to stretch is the activity of drawing individually or in small groups that guide students to read a text, draw the main message of a story and share or tell to all of his or her friends, guided by the results of the picture.

There is some previous researcher that found the advantages of sketch to stretch. Sayang, Sofian & Wijaya (2014), they found that using sketch to stretch strategy is effective to the students in teaching reading comprehension. On the other hand, Mikatama (2019), she found that reading skill ability could be improved students in learning through sketch to stretch strategy at the eighth graders.

From the previous research findings, the researcher come to conclude that similarity among those researcher use sketch to stretch. Sayang, Sofian & WIjaya (2014) used sketch to stretch in teaching reading comprehension in narrative text and used pre-experimental as a method. Mikatama (2019) used sketch to stretch in teaching reading comprehension in narrative text and used CAR as a method.

In this study, the researcher limited the research to find out whether there is any significant difference achievement between the students taught through sketch to stretch and the students taught through without sketch to stretch at the eighth grade. It focused on literal comprehension in term of main idea and supporting details.

Related to statement above, the researcher assumes the sketch to stretch strategy will facilitate students' reading comprehension in a descriptive text by sketching to check what the stories is concerning. This strategy will encourage creativeness and interpretation of interest. Therefore, this strategy is incredibly useful for students to understand a descriptive text.

RESEARCH METHOD

Method is the way in which the data are collect for the research project. The research method was a quasi-experimental research design.

In this research, the researcher used a nonequivalent control group design since the control and experimental groups are not chosen randomly. This research subjects were two groups: one group as an experimental group and another group as a control group of quasi experimental research design to get the required data.

Table 1. research design

E	O1	X1	O2
C	O1	X2	O2

Where:

E: the experimental group

C: the control group

O1 : pre-test

O2: post test

X1: experimental treatment (by using sketch to stretch)

X2 : control treatment (without sketch to stretch)

The population of this research was taken the eighth grade of SMPN 32 Bulukumba Which has total number of 98 students. Cluster random sampling technique was applied in

this research. The researcher selected sample was taken from VIII.2 as an experimental Class consisted of 14 students and VIII.3 as control class consisted of 14 students.

The instrument in this research was reading test where there were two indicators there are main idea and supporting details, and to collecting data it was held twice. The first was pre-test to collect the data to know prior knowledge of students before treatment. The second was post-test to collected data after treatment given. The result of pre-test and post-test was measured by used score analysis to find out the students achievement in reading comprehension using sketch to stretch.

RESULT AND DISCUSSION

This chapter discuss findings and discussion of the research. The part of findings presented the result of achievement both of group after giving treatment, the students rate percentage and frequency both of group and hypothesis testing. While in discussion explained the result of the data analysis in details.

Score Classification of Experimental Class

Table 2. Rate Percentage of Students' Reading Comprehension of Experimental Group

No	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1	Excellent	9.6-10	-	1	0%	7%
2	Very Good	8.6-9.5	1	7	7%	50%
3	Good	7.6-8.5	-	-	0%	0%
4	Fairly Good	6.6-7.5	2	5	14%	36%
5	Fairly	5.6-6.5	5	1	36%	7%
6	Poor	3.6-5.5	-	0	0%	0%
7	Very Poor	0-3.5	6	-	43%	0%
Total			14		100%	

Table showed that the classification, frequency and percentage of students' reading comprehension in pre-test and post-test of experimental class. In pre-test, there were students' in very good, fairly good classification and almost a half student in fairly and very poor classification. It was improved in post-test, which was no more students in poor and very poor classification, and the rate frequency of the students' score enhance become fairly good, very good and excellent even though there were still students in average classification

Score Classification of Control Class

Table 3. Rate Percentage of Students' Reading Comprehension of Control Group

No	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1	Excellent	9.6-10	-	1	0%	7%
2	Very Good	8.6-9.5	1	2	7%	14%
3	Good	7.6-8.5	-	-	0%	0%
4	Fairly Good	6.6-7.5	1	5	7%	36%
5	Fairly	5.6-6.5	4	4	29%	29%
6	Poor	3.6-5.5	5	2	36%	14%
7	Very Poor	0-3.5	3	-	21%	0%
Total			14		100%	

Table showed that the classification, frequency and percentage of students' reading comprehension in pre-test and post-test of control class. In pre-test, there were students' in very good, fairly good classification and almost a half students in fairly, poor and very poor classification. It was improved in post-test, which was no more students in very poor classification, poor classification was rice, there were some students still in fairly classification. And for the rate frequency of the students score enhance become fairly good, very good and excellent even though there were still students in average classification.

Mean Score and Standard Deviation of Experimental and Control Groups

Table 4. Score and Standard Deviation of Experimental and Control Groups

Group	Mean Score		Standard Deviation	
	Pre-Test	Post-Test	Pre-Test	Post-Test
(Experimental Class)	5	8.21	2,34	0.94
(Control Class)	4,8	6,9	2,01	1,74

Table showed that the students' mean score of pre-test experimental group was 5, while students' mean score of post-test in experimental group was 8.21, and the standard deviation of pre-test in experimental class was 2.34, while the standard deviation of post-test in experimental group was 0.94. in control group, the students means' score of pre-test was 4.8, while the students' mean score of post-test in control group was 6.9, and the standard deviation of pre-test in control group was 2.01, while the standard deviation of post-test in control group was 1.74.

Test of Significance

T-test value is used to know whether there is significant difference between experimental group and control group in students' reading comprehension at the level significance 0.05 with degree of freedom ($df = N + N - 2$, where $N =$ total number of students (28); $df = 14 + 14 - 2 = 26$, t-test statistical analysis for independent sample is employed.

Table 5. T-Test of the Students' Reading Comprehension Achievement

Variable	T-test Value	T-table Value	Remark
X1 - X2	2.519	2.056	Significantly different

The table above shows that t-test value was great than t-table. The result of the test shows there was significant difference between t-table and t-test ($2.065 < 2.519$), it means that, t-table was smaller than t-test. It was indicated that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. The result of the t-test statical analysis shows that there was significant difference between experimental class and control class in reading comprehension achievement of students.

Discussion

In this section, the discussion showed some interpretation of findings about the significant difference between students' achievement in reading comprehension at experimental class and control class. It can be seen in table 1 also presented rate percentage of students' reading comprehension of experimental class post-test, in this part presented after the treatment as given. The data show that 1 student got excellent result, 7 students got very good results, 5 students got fairly good results and 1 student got fairly result. Seen from the results of the pre-test and post-test that there was a very good increase in the post-test. By using sketch to stretch, the students could be easier comprehend a text deeper through interpretation a test by draw or sketch while the students are reading a text. therefore, by implementing sketch to stretch to teach students, they will not suppose that reading comprehension is difficult material that cause bored and not pleasing anymore.

Sketch to stretch strategy made students interest to know more deeper about sketch to stretch. It can be showed at the first time of the treatment. They were enjoyed and welcome in the classroom. The first meeting, researcher taught the material descriptive text especially about describing thing (my black pecy). The second meeting researcher raised the theme of describing animal (bongo the orangutan). The third meeting researcher raised the theme of describing place (lake toba). The fourth meeting researcher raised the theme of describing person (my little sister).The last meeting, at this meeting is to provide post-test after treatment using reading test.

The percentage of students' reading comprehension of control class pre-test show that 1 student got very good result, 1 student got fairly good results and the rest got the grade brought on average there were 4 students got fairly results, 5 students got very poor results and 3 students got very poor results.

The students got a score below the average because students said they are not understanding about the text and have limited vocabulary to answer the questions. Partner Reading Strategy improved the students' reading comprehension especially literal comprehension in term main idea and reorganization in term summary (Sri Rejeki, R., Latief, H., & Hamid, R. 2021). Teaching reading to students requires many different techniques to avoid boredom and invite students' interest (Sangkala, I., & ul Haq, M. 2014). Each of the technique has uniqueness and features, which may ease the students in preparing or making their reading tasks.

After given treatment shown in the table 2 also presented rate percentage of students' reading comprehension of control class post-test. Presented that 1 students got excellent result, 2 students got very good results, 5 students got fairly good results and the rest got the grade brought on average there were 4 students got fairly results and 2 students got poor results. The data listed above showed an increase in value that is fairly good after giving treatment. It means that the result both of class was that the experimental class was higher than control class. Because the data listed showed an increase in value of experimental class was very good than the control class was fairly good.

in table 3 the table explains that the mean score of the students' pre-test in experimental class 5 and standard deviation was 2.34 and in post-test was 8.21 for the mean score and standard deviation was 0.94. meanwhile, the mean score of the students' pre-test in control class was 4.8 and standard deviation was 2.01 and the mean score of post-tests was 6.9 and standard deviation was 1.74. than score of both pre-test and post-test were different after the treatment was done. It means that the mean score results of post-test in experimental class was higher than post-test in control class ($8.21 > 5$ and $6.9 > 4.8$).

After analyzing the result of post-test of the data analysis, seen table. 4.4. The result of t-test analysis showed that there was significant difference between experimental class and control class. The statement was proved by the t-test value (2.519) which higher than t-table value (2.056), at the level of significance 0.05 and degree of freedom $(N1 + N2) - 2 = (14+14) - 2 = 26$. It indicated that alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected. More explanation, there two strategies in this research namely sketch to stretch and small group discussion which were different of the students' result in teaching English especially in descriptive text as a subject. Even thought, both of the classes were given same material, but the results of the experimental class that taught by using sketch to stretch were high than the control class that taught by using small group discussion. Reading can even develop their synchronic linguistics, understanding the structure and increase their

vocabulary. In reading ability there are a unit four ability kinds' of texts that area unit narrative, descriptive, recount, and account (Hasmila, Akib, E. , & Junaid. (2021).

Based on elaboration above, it could be concluded that there is significant different between experimental class and control class in reading comprehension at eighth grade of SMPN 32 Bulukumba. The explanation on the discussion above, shows that the sketch to stretch was an interesting strategy, the students interest in learning process, almost all of students at experimental class like to draw. So. There was significant difference between students used sketch to stretch and students used without sketch to stretch in reading comprehension after treatment.

CONCLUSION

Based on the discussion in the previous findings, the researcher concluded that there was significant difference between students who were taught used sketch to stretch and students who were taught without sketch to stretch at the eighth grade of SMPN 32 Bulukumba. It was prove by the result of t-test and t-table. The t-test value was higher than t-table $2.519 > 2.056$.

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