

THE IMPLEMENTATION OF SKETCH TO STRETCH STRATEGY IN IMPROVING THE STUDENTS' READING COMPREHENSION

Winda Sari,¹ Khadijah Maming², Sudarmanto³

Abstract

The students' reading comprehension need to be improved. One of the problems is caused by the teachers that still depend on the text book to teach students in teaching reading comprehension. Therefore, the researchers proposed a solution to overcome this problem by implementing an innovative learning strategy, namely sketch to stretch strategy. This research objective was to find out whether the implementation of sketch to stretch strategy able to improve the students' reading comprehension. The researchers used a pre-experimental design with one group pretest and posttest design. The population of this research was the second-grade students of SMP Negeri 2 Suppa. The sample of this research was class VIII.2 consists of twenty three students. In collecting data, the researchers used a reading comprehension test which was divided into pretest and posttest. The technique of analysis data used mean score and t-test formula for an independent sample. The findings demonstrated that the result of mean score in posttest (78.04) was higher than the mean score in pretest (49.1). The posttest standard deviation was (10.1). At a significance level of 0.05 and a degree of freedom (df) of 22, the value of the t-test (17.558) was higher than the t-table (1.717). As a result, hypotheses H_0 was rejected and H_1 was accepted. The researchers concluded that implementation of sketch to stretch strategy improves the reading comprehension competence of the students.

Keywords: Reading Comprehension, Sketch to Stretch Strategy, Text Book, Competence

Abstrak

Pemahaman membaca siswa perlu ditingkatkan. Salah satu masalahnya adalah disebabkan oleh para guru yang masih bergantung pada buku teks untuk mengajar siswa dalam mengajar pemahaman bacaan. Oleh karena itu, peneliti menawarkan solusi untuk mengatasi masalah tersebut dengan menerapkan strategi pembelajaran yang inovatif yaitu strategi sketch to stretch. Tujuan penelitian ini adalah untuk mengetahui apakah penerapan strategi sketch to stretch dapat meningkatkan pemahaman membaca siswa. Peneliti menggunakan rancangan pre-experimental dengan satu kelompok yang diberikan tes awal and satu kelompok diberikan tes akhir. Populasi penelitian ini adalah siswa kelas II SMP Negeri 2 Suppa. Sampel penelitian ini adalah kelas VIII.2 yang terdiri dari dua puluh tiga siswa. Dalam pengumpulan data, peneliti menggunakan tes membaca pemahaman yang dibagi menjadi pretest dan posttest. Teknik analisis data menggunakan skor rata-rata dan rumus uji-t untuk sampel independen. Temuan menunjukkan bahwa hasil nilai rata-rata pada posttest (78,04) lebih tinggi dari nilai rata-rata

¹ Universitas Muhammadiyah Parepare, Email: windasari5347@gmail.com

² Universitas Muhammadiyah Parepare, Email: khadijahmaming@gmail.com

³ Universitas Muhammadiyah Parepare, Email: mantoeng50@gmail.com

pada pretest (49,1). Standar deviasi posttest adalah (10.1). Pada tingkat signifikansi 0,05 dan derajat kebebasan (df) 22, nilai t-test (17,558) lebih tinggi dari t-tabel (1,717). Hasilnya adalah hipotesis H_0 ditolak dan H_1 diterima. Peneliti menyimpulkan bahwa penerapan strategi sketch to stretch meningkatkan kompetensi membaca pemahaman siswa.

Kata Kunci: *Pemahaman Membaca, Strategi Sketch to Stretch, Buku Teks, Kompetensi*

INTRODUCTION

English has become a compulsory subject that must be learned in Indonesian School. It needs to be mastered by students because English plays on crucial role in developing and absorbing knowledge, technology, art, culture and communications. In learning English, students need to mastered several skills namely reading, listening, speaking, and writing. This research will focus on reading.

Reading is a process to obtain information that use eye sensory from something written (Chusna, 2017). Reading is a very important and useful basic skill because it can increase our knowledge through reading we can get a lot of information, new vocabulary, enjoyments, and even problem solution. To achieve benefits from reading, the students need to comprehend what they have read. Without comprehension, they cannot catch the meaning of the content in the text.

Reading comprehension is one of the purposes of reading. Reading cannot be separated from comprehension due to the significance of knowledge and building that means of a text (Damayanti et al., 2020). In reading comprehension, the students do not have to read the text only but give the understanding about the content of the English text (Sari, 2019). In addition, (Khairunnisa et al., 2020) stated that reading comprehension is proficiency in understanding what they have been read and allowing them to interpret the meaning of the text. Students ought to interact between

the text and their knowledge to make meaning from the text with their language. Reading comprehension is essential in languages, for people to be able to make sense of what they are reading. reading comprehension is a critical skill this is wanted for attainment in school and beyond, but many students are reading under grade level (Tikaningsih, 2020).

The researcher conducted pre-observation at SMP Negeri 2 Suppa, Pinrang regency, South Sulawesi on the teaching and learning process of English, especially in the second grade. Researchers found that result in the average of the student's score was 54,85 and it was under of minimum Criteria of Achievement (KKM) at school was 70. This problem related to the teaching and learning process of English in the classroom for learning reading text, teachers still use the old strategy when teaching and most of the students have been likely to attention on the interpretation instead of information the text. It makes the students feel bored and lazy to read. Therefore, the teacher needs an appropriate strategy to make the teaching reading comprehension process run well. The Sketch to Stretch is one strategy that can be an alternative for improve the students' reading comprehension.

Sketch to stretch was first introduced by Jerome Harste, Carolyn Burke, and Karen Feathers in 1996. Sketch to stretch is a strategy that is intended to assist students to go beyond the literal understanding of their reading experiences (Wood, 2008). Sketch to Stretch is a reading

comprehension strategy where students visualize a passage of text and then interpret it through drawing. In addition, (Sayang & Wijaya, 2014) Sketch to stretch is a visualization strategy that engages the reader to form mental images while reading text. It is a reading strategy that teaches the reader to interpret the text through pictures. In using the strategy, students draw quick sketches related to the given text to stretch their thinking in understanding the concept of the text.

(Ramadhan, 2021) stated using sketch to stretch strategy is a good way to teach reading comprehension, because sketch to stretch strategy gives students the opportunity to develop oral language as they describe their sketches to the class. Also, this strategy is a way to improve students reading comprehension because they will see what they think and understand the text through visual imaginary like sketches.

Based on the statements previously stated in relation with previous studies (Wood, 2008; Sayang and Wijaya, 2014) regarding the beneficial concept of sketch to stretch strategy, the researchers are interested in applying these strategies to facilitate students' reading comprehension and create a pleasant atmosphere in the learning process at SMP Negeri 2 Suppa. This study aims to investigate the implementation of sketch to stretch strategy is able to improve the students' reading comprehension competence.

METHOD

In this research design, the researchers applied pre-experimental design with one group pretest and posttest design.

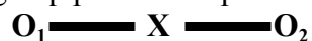


Figure 1. Research design

The population of this research is the eighth grade students of SMP Negeri 2 Suppa, Pinrang regency, South Sulawesi.

There are three classes, which consist of sixty-six students. This research used purposive sampling technique. According to Sugiyono (2017) purposive sampling is a technique of determining samples with certain considerations. Reason for selecting a sample by using purposive sampling because not all samples have criteria in accordance with what has been determined by researchers' view.

The instrument of the research is reading comprehension test. There are two procedures of collecting data. It is called pretest and posttest. The technique of analyzing data used mean score and t-test formula for an independent sample.

The researchers implemented the procedures of sketch to strategy in teaching reading skill. After giving a pretest, the researchers gave treatment using sketch to stretch strategy. The researchers gave treatment for four meetings and the students learned in eighty minutes for every meeting. The researchers gave material with the topics were about thing, animal, plant and place.

The procedure of steps for each meeting as follows:

- a. The researchers started the class, checked attendance list, motivated all the students before teaching the material.
- b. The researchers explained about descriptive text with the generic structure and example.
- c. The researchers introduced the sketch to stretch strategy with the steps to the students
- d. The researchers gave the descriptive text to the students and asked them to read it.
- e. The researchers told the purpose of reading related to important information to help students comprehend and visualize the text.
- f. After the students finished read the text, the researchers instructed them to quickly sketch out details from the descriptive text, main ideas or other pertinent detail from the text.

g. After the students made quick sketch, the researcher asked them to describe their sketch in front of the whole class.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The findings were obtained through the reading comprehension test at the eighth grade students of SMP Negeri 2 Suppa in academic year 2022/2023. The researchers applied all procedures that had been displayed in the previous part. Moreover, the researchers gave the students two terms of test, they were pretest and posttest. The result of each test was different. The researchers collected the data from the pretest and posttest that have been given to the students and after that the researchers analyzed the data. The researchers found the students' score and it was arranged in the table.

Table 1. The Frequency and Rate Percentage Score of Pretest

Classification	Score	Frequency	Percentage
Very Good	86-100	-	-
Good	71-85	-	-
Fair	56-70	7	30.43%
Poor	<55	16	69.57%

Table 1 shows the students' scores in pretest before giving treatment in the classroom with sketch to stretch strategy. After the test, the researchers got various grades from students. It can be seen that the students' reading comprehension scores in pretest was dominated by poor classification where 16 (69.57%) students, 7 (30.43%) students is classified into fair classification

and no one got good classification. It can be conclude that the ability of the students' reading comprehension in class was categorized low and need to be given appropriate treatment to reach improvement.

Table 2. The Frequency and Rate Percentage Score of Posttest

Classification	Score	Frequency	Percentage
Very Good	86-100	5	21.74%
Good	71-85	11	47.83%
Fair	56-70	7	30.43%
Poor	<55	-	-

The table above showed the rate percentage of the students' reading comprehension after giving treatment had improvement. It can be seen 5 (21.74%) students' range in very good classification, 11 (47.83%) students got good classification, and 7 (30.43%) students range level in fair classification. It indicates that the reading comprehension of the students could improve through sketch to stretch strategy.

Table 3. The Students Gained Score in Reading Comprehension

Sample	Pretest	Posttest	Gained Score
Experimental Group	49.01	78.04	28.99

Table 3 showed that the gain score of pre-test to post-test were (28.9). It means

there was improved from pre-test to post-test. It concluded that the students reading comprehension can improve after treatment through sketch to stretch strategy.

Chart 1. The Mean Score and Standard Deviation of Pretest and Posttest

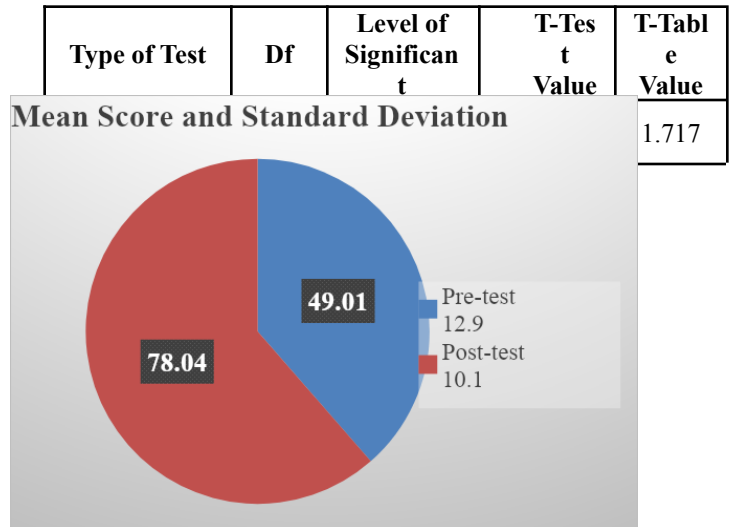


Chart 1 showed the mean score of the students in post-test (78.04) was higher than the mean score of the students in pre-test (49.1). Then, the standard deviation in pretest (12.9) and the standard in posttest (10.1). It indicates that the posttest result is better than the pretest. It shows that the students' reading comprehension has increased.

The following is a sample of students' worksheet in learning English reading through the implementation of sketch to stretch strategy.

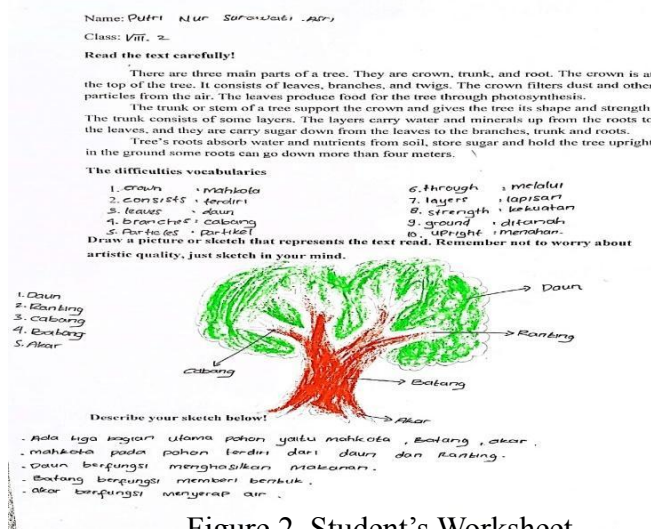


Figure 2. Student's Worksheet

Table 4. The T-Test of the Students' Score of Pretest and Posttest

of the eighth year students of SMP Negeri 2 Suppa.

Discussion

In reading activity, the reader needs to understand the content of the text from what they read. The researchers' idea that conveys in the text and the information brought on. That could be called reading comprehension. (Yurko N. A, 2021) give explanation, reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows. The ability to understand a text is influenced by the skills of readers and their ability to process information. Reading with comprehension is not easy. There are a lot of students who still have difficulties understanding the text.

In solving this problem, the researcher offered a strategy named sketch to stretch sketch to stretch strategy. (McBride, 2013) A visual text strategy called "sketch to stretch" teaches students to infer meaning from one sign system to another, such as from written words to artistic interpretation. In addition, (Brunner, 2011) explained that using a sketch to

stretch strategy might help the students visualize the words.

The researchers had conducted six meetings. In first meeting, the researcher gave pre-test in the class to determine the initial students' reading comprehension before give treatment. The student's average score after taking pre-test still low. From this, the researchers gave treatment with four meetings to help the students understanding reading text, especially in descriptive text. The last meeting, the students were given a post-test by researcher to know the students' reading comprehension after giving treatment. The researchers found there was an improvement of the students score from pre-test to post-test. It was demonstrated that the pre-test mean score of 49.1 increased to 78.04 in the post-test. The class was improved after got treatment. (Wahyuni, 2013) mentions that the students' reading comprehension using sketch to stretch strategy was higher than the students taught without using sketch to stretch strategy. The final result of previous researcher almost the same as the final result of this research who found that this sketch to stretch strategy can improve the students' reading comprehension but differences in the focus. The previous researcher used sketch to stretch strategy in narrative text with quasi-experimental design, meanwhile the researcher used sketch to stretch strategy in descriptive text using pre-experimental design.

Other studies conducted by (Mikatama, 2019) state that sketch to stretch can improve the student's reading skill. The students have very good progress from pre-test to post-test. She is using the same strategy that is sketch to stretch strategy but differences focus. Previous research studies focused on the student's reading skill in narrative with classroom action research design, meanwhile the researcher focused on the students' reading comprehension in descriptive text with pre-experimental

research design. She said this strategy very beneficial to use in teaching reading skill by supporting mental imaging of content that can easily implemented with nonfiction text.

By applying the principles of sketch to stretch strategy, it is easy for the readers to find out and understand main idea of the text in interesting way through art than through words. In line with (Ramadhan, 2021), using sketch to stretch strategy is a good way to teach reading comprehension because sketch to stretch strategy gives students the opportunity to develop oral language as they describe their sketches to the class. Also, this strategy is a way to improve students reading comprehension because they will see what they think and understand the text through visual imaginary like sketches. Same with this research, he used sketch to stretch strategy to improve the students reading comprehension but the research design was different. He used quasi-experimental design and this research used pre-experimental design.

Furthermore (Afaf, 2017) believes that through strategies, students reading comprehension can be increased in descriptive text. Furthermore, students can be read well and they will be feeling more interested and more motivated. In his research, he uses quasi experimental in which the researchers give certain treatment to the students to find assessment of how is the use of sketch to stretch strategy on descriptive text in teaching reading comprehension with quasi experimental design meanwhile this research use pre-experimental design.

Sayang, et.al (2014) said the use of the sketch-to-stretch strategy in teaching reading comprehension is increasingly helping to improve student achievement. The sketch to stretch strategy strongly impacts on students, suggesting that teachers can use this strategy in teaching reading comprehension. Also, when reading a variety of literature, this strategy can engage students actively in the text they are reading. So no more students will find reading boring

and frustrating. They have the same research design with this research but different focus, which is the previous study focused on narrative text. Meanwhile, this research used sketch to strategy to improve the students' reading comprehension in descriptive text.

Based on the research results, the sketch to stretch strategy is a useful strategy for students in the process of learning English. The strategy has given a better effect on the learning process, especially reading comprehension in descriptive text. This strategy makes students easy to understand and makes them more enthusiastic. Sketch to stretch strategy has many advantages that can help students to improve their reading comprehension. But, this strategy also has a weakness that is not suitable for use in all types of text.

CLOSING

Considering the previous part about findings and discussion, the researcher put forward the conclusion that the eighth grade students of SMP Negeri 2 Suppa has good achievement in reading comprehension after being treated with sketch to stretch strategy. The students' improvement can be seen on the students mean score between pre-test and post-test. The mean score of the students where the result of the pre-test was 49.1 became 78.04 in post-test. Meanwhile, the t-test value (17.621) is greater than t-table value (1.717).

Besides that, the mean score of experimental class in post-test 78.04 was higher than the criteria minimum at SMP Negeri 2 Suppa was 70 scores. It totally showed that the reading comprehension of the eighth grade students of SMP Negeri 2 Suppa can improve significantly by using sketch to stretch strategy.

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