

**THE IMPLEMENTATION OF SKETCH TO STRETCH IN TEACHING**  
**READING COMPREHENSION AT THE EIGHTH GRADE**  
**OF SMPN 32 BULUKUMBA**  
*( A Quasi-Experimental Research )*



*Submitted of the Faculty of Teacher Training and Education  
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*MOTTO*

**Always positif thinking**

**ALLAH has set the whole**

**Keep going forward never stops**

***I dedicated this thesis to my beloved parents***





## ABSTRACT

**EVI ARIANA, 2021.** The Implementation of Sketch to Stretch in Teaching Reading Comprehension at the Eighth Grade of SMPN 32 Bulukumba. English Education Department, the Faculty of Teachers Training and Educations, Muhammadiyah University of Makassar. Supervised by Eny Syatriana and Muh. Arief Muhsin.

This research's objective was to know the significant difference between the reading comprehension achievement of students taught through sketch to stretch strategy and the students taught without sketch to stretch strategy in terms of the main idea and supporting details. The design of this research was quasi-experimental research.

The samples of this research were VIII.2 as the experimental class and VIII.3 as the control class. Each class consisted of 14 students. The dependent variable in this research was students' reading comprehension and sketch to stretch was the independent variable. The data were gathered through reading test which were divided into pre test and post test.

The findings of the research showed that the result of the students' mean score of post test (8.21) in experimental class was greater than the mean score of post-test (6.9) in the control class. The standard deviation of the post-test in the experimental class was 0.94 and the standard deviation of the post-test in the control class was 1.74. the value of the t-test (2.519) was greater than the t-table (2.056) at the level of significance 0.05 with a degree of freedom (df) = 26. Therefore, hypothesis H0 was rejected and H1 was accepted. Based on the finding and discussion of this research, the researcher concluded that there was a significant difference between the experimental class (using sketch to stretch) and the control class (using small group discussion) of the students at class VIII.2 and class VIII.3.

For the next researcher, they might be able to find new variations in teaching using sketch to stretch.

**Keywords:** Sketch to stretch, Reading comprehension, Descriptive text.

## ABSTRAK

**EVI ARIANA, 2021.** Implementasi Sketch to Stretch dalam Pembelajaran Pemahaman Membaca di Kelas VIII SMPN 32 Bulukumba. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Eny Syatriana dan Muh. Arief Muhsin.

Tujuan penelitian ini adalah untuk mengetahui perbedaan yang signifikan antara prestasi pemahaman membaca siswa yang diajar melalui strategi sketch to stretch dan siswa yang diajar tanpa sketch to stretch strategi dalam materi pokok dan detail pendukung. Desain penelitian ini adalah penelitian kuasi experimental.

Sampel dalam penelitian ini adalah kelas VIII.2 sebagai kelas eksperimen dan VIII.3 sebagai kelas kontrol. Setiap kelas terdiri dari 14 siswa. Variabel terikat dalam penelitian ini adalah pemahaman bacaan siswa dan sketch to stretch sebagai variabel bebas. Pengumpulan data dilakukan melalui tes membaca yang dibagi menjadi pre test dan post test.

Hasil penelitian menunjukkan bahwa hasil rata-rata nilai post test siswa (8,21) kelas eksperimen lebih besar dari rata-rata nilai post test (6,9) di kelas kontrol. Standar deviasi post test kelas eksperimen 0,94 dan standar deviasi post test kelas kontrol 1,74. nilai t-test (2,519) lebih besar dari t-tabel (2,056) pada taraf signifikansi 0,05 dengan derajat kebebasan ( $df$ ) = 26. Dengan demikian, hipotesis  $H_0$  ditolak dan  $H_1$  diterima. Berdasarkan temuan dan pembahasan penelitian ini, peneliti menyimpulkan bahwa terdapat perbedaan yang signifikan antara kelas eksperimen (menggunakan sketch to stretch) dan kelas kontrol (menggunakan small group discussion) pada siswa kelas VIII.2 dan kelas VIII.3.

Untuk peneliti selanjutnya, mereka mungkin dapat menemukan variasi baru dalam mengajar menggunakan sketch to stretch.

**Kata kunci:** Sketch to stretch, Pemahaman membaca, Teks deskriptif.

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## CHAPTER I

### INTRODUCTION

#### A. Background

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 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. Students simply lose their attention to one thing they suppose is not interesting and difficult for them to understand.



The main purpose of reading is to get information in the text that is read, but the problem is, how can students understand the contents of the text. Therefore the teacher must have a new strategy or method so that students are interested when learning English.

Based on the interview 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 engages the readers to create mental pictures whereas reading a text. 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 hers friends, guided by the results of the picture.

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 Texts" quoted that sketch to stretch significantly effective as a result of students transmediate between language and art as they

produce a sketch of the that means of the book. The researcher assumes that sketch to stretch strategy is important to implement in SMPN 32 Bulukumba. According to Brunner (2011), sketch to stretch strategy is not rather appropriate to teach adult students because they can be supported by teacher emphasis on content of the drawing, rather than the artistic ability of the illustrator. Therefore, it is suggested that a sketch to stretch strategy is not use to teach the adult students.

So, that's why the researcher wants to implement this strategy in SMPN 32 Bulukumba. Because, sketch to stretch make students more interested during the process in learning, especially to improve students' reading comprehension. Sketch to stretch strategy gives opportunity to students to be a little more creative to represent the most important "pictures" that play in their mind when they read or listen to a selection. it is important to understand that this strategy does not depend upon the students' ability to draw.

The researcher hope the teacher could implement this strategy in the classroom. According to (Syatriana & Hamra, 2010) that the ability of Indonesian students to read English text was very slow, indonesian students needs facilitate in reading comprehension. for students, reading is essential to rising learning outcomes in several fields of study.

The researcher assumes that sketch to stretch strategy will facilitate students' reading comprehension in a descriptive text by sketching to check what the story is concerning. what is more, this strategy will encourage creativeness and

interpretation of interest. Therefore, this strategy is incredibly useful for students to understand a descriptive text.

Based on the reasons and also the issues higher than, the researcher's interest in conducting are search entitled: "**The Implementation of Sketch to Stretch in Teaching Reading Comprehension at the Eighth Grade of SMP N 32 Bulukumba (A Quasi-Experimental design)**".

### **B. Problem Statements**

Based on the background, the researcher formulated one research question as below:

"Is there any significant difference between reading comprehension achievement of students who are taught through sketch to stretch and reading comprehension achievement of students who are taught through small group discussion?"

### **C. Objective of the Research**

The objective of the research is to find out:

"To find out whether there is significant difference achievement between the students taught through sketch to stretch and students taught small group discussion"

#### **D. Significance of the Research**

The study has several benefits for the researchers, the students and the teachers. This study provides new innovation in English language teaching. The study results can be apply in process English teaching-learning, especially in the reading class. The researcher hopes this research will be useful for:

##### **1. The Students**

Sketch to stretch strategy can hopefully bring the students to improve their skill on reading comprehension on descriptive text easily.

##### **2. The Teacher**

This study will give additional information to the teacher about English strategy and become an alternative teaching strategy especially for teaching reading comprehension on descriptive text.

##### **3. The Researcher**

It use as reference for those who want to conduct a research of students' reading comprehension in use sketch to stretch strategy on the descriptive text.

#### **E. Scope of the Research**

This study limited the teaching of descriptive text. Also, the researcher focused on literal comprehension in term of the main idea and supporting details in teaching by using the sketch to stretch strategy.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

Many researchers have reported to expose the identification of sketch to stretch, some of the researchers' findings are acted concisely below:

Sayang, Sofian & Wijaya (2014) conducted research about "The Use of Sketch to Stretch Strategy in Teaching Reading Comprehension to The second grade of SMPN 2 Pontianak". They found that using sketch to stretch strategy is effective to the students in teaching reading comprehension.

Wahyuni (2013) conducted research about "The Effect of Using Sketch to Stretch Strategy toward Reading in Narrative Text of the Second Year Students at MAN 2 Model Pekanbaru". She found that sketch to stretch strategy has a positive effect to the students' reading comprehension in narrative text at the second year students at MAN 2 Model Pekanbaru, and also there is significant difference in reading comprehension achievement between students who were taught by using sketch to stretch strategy of the second year students at MAN 2 Model Pekanbaru.

Mikatama (2019) conducted research about "Improving The Students' Reading Skill by Using Sketch to Stretch Strategy among The Eighth Graders at SMPN 1 Batanghari". She found that reading skill ability could be improved students in learning through sketch to stretch strategy at the eighth graders of SMP 1 Batanghari.

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. Wahyuni (2013) used sketch to stretch in teaching reading comprehension in narrative text and used quasi experimental as a method. Mikatama (2019) used sketch to stretch in teaching reading comprehension in narrative text and used CAR as a method. The difference is concept that use by each of the researchers and population of their research. This research use sketch to stretch in teaching reading comprehension in descriptive text and uses quasi experimental as a method.

## **B. Some Partinent Ideas**

### **1. Concept of Reading**

Reading is an activity or process that seeks to search out varied data contained in writing. It suggests that scanning may be a method of thinking to know the contents of the text being read. Therefore, reading isn't simply gazing a set of letters that have fashioned words, teams of words, sentences, paragraphs and discourse, however over that that reading is an activity to know and interpret symbols or signs or writings that area unit purposeful so the message sent by the author is received by the reader. According to Syatriana & Hamra (2010) reading is a skill that needs exercises. The learning and teaching process should bed design in such a way to increase the reading motivation and interestt of the students.

Reading is one of the major avenuees of communication and is an essential skill of English as a secondd or foreign language. According to Dr. H. Dalman (2014) reading requires a schemata, the knowledge and experience that he reader

has so that the reader is able to understand the content of the text he is reading. According to Tarigan in Dr. H. Dalman (2014) says that reading is a process in which the reader gets a message or information from the writer through printed media.

#### a. Reading Purpose

Generally, the purpose of reading is to get a new information. Everyone has a different purpose in reading, and purpose helps to more understand of what they read. When someone reads to fill leisure time, he or she might read quickly or slowly based on the way he likes or feels, but if he or she is reading for learning or information such as news, science or other fields, which is of is lesson or task, it is very slow and cautious.

According to Grabe & L., (2002) mention that the purpose of reading are follows:

- 1) Reading to search for simple information.
- 2) Reading to skim quickly.
- 3) Reading to learn from the text.
- 4) Reading to integrate information.
- 5) Reading to write (or search for information needed for writing).
- 6) Reading to critique texts.
- 7) Reading for general comprehension.

In addition, Anderson (2003) there are seven types of goals for reading activities, there are

- 1) Reading for details or fact
- 2) Reading for main ideas
- 3) Reading for sequences or organization
- 4) Reading for inference
- 5) Reading to classify
- 6) Reading to evaluate
- 7) Reading to compare or contrast

From the various purposes of reading above it can be concluded that reading is not only to find new information but reading activities can also make someone feel more comfortable.

#### **b. Types of Reading Texts**

There are some types of reading text which have to be taught in junior high school, they are procedure, descriptive, recount and narrative.

##### **1) Procedure**

Procedure is a text to describe how something is accomplished through a sequence of steps or actions. The purpose of procedure text is to tell the steps of making or doing something.

##### **2) Descriptive**

Descriptive text is a text that describes and explains in detail about a person, an object, place or animal. The purpose of descriptive text is to describe and reveal a particular person, place or thing.



### 3) Recount

Recount is a text that tells us about a part of experience. The purpose of recount text is to list and describe past experience by retelling events in the order in which they happened (chronological order).

### 4) Narrative

Narrative is one type of English text that is intended to be discussed in a story that has a series of chronological stories that are interconnected. The purpose of narrative text is to amuse or entertain the reader with a story.

## 2. Reading Comprehension

Reading comprehension is cognitive reading (reading to understand). In reading comprehension, the reader is required to be able to understand the contents of the reading. Therefore, after reading the text, the reader can convey the results of his reading comprehension by including a summary of the contents of the reading using his own language and conveying it orally or in writing.

According to Eyana (2017) reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writers' message.

### a. Levels of Reading Comprehension

According to Dr. H. Dalman (2014) basically reading skills can be grouped into four levels: literal comprehension, interpretive reading, critical reading and creative reading.

#### 1) Literal Comprehension

Literal comprehension is reading that consists of letters and sentences such as reading books including scriptures and the like. reading this type of understanding is focused on understanding the meaning expressly contained in the reading text, so, literal comprehension is reading text with the intention of understanding the meaning contained in the text itself without looking at what is outside the text. This literal comprehension can be said as an explicit reading of the contents of the reading.

Some specific reading skill at the literal level comprehension, this skills the researcher focus on main idea and supporting detail.

##### a) Main Idea

The main idea is important information that tells more about the overall idea of a paragraph or section of a text. The ways founded main idea such as :

- (1) Before reading, firstly look at the title, text features, what will it be about?, it is fiction or nonfiction?.
- (2) During reading, look for repeated words, pictures, themes, ideas or information.

(3) After reading, what is the most important idea or thought about the topic?,

how does the character deal with the conflict?

#### b) Supporting Details

Supporting details explains the specific main idea. In this, supporting details, it is the causes or results of the main idea. In this supporting details, it is caused or the result of main idea or supporting details is additional information that explains, defines or proves the main idea.

Information in supporting details:

- (1) Facts
- (2) Information
- (3) Descriptions
- (4) Dialogue
- (5) Actions
- (6) Thoughts
- (7) Statistics
- (8) Explanations
- (9) Illustrations
- (10) Graphs and charts

#### 2) Interpretive Comprehension

Interpretive reading identifies the way to read between the lines of making inferences. This is the process of deriving ideas that implied rather than directly stated. Skill for this level of comprehension includes:

- a) finding main ideas of passage in which main ideas are not directly stated
- b) finding cause and effect relationship when they are not directly stated
- c) Determining referents of pronouns
- d) Determining referents of adverbs
- e) Inferring omitted words
- f) Detecting moods
- g) Detecting author's purpose in writing
- h) Drawing conclusion

### 3) Critical Comprehension

Critical comprehension is evaluating written material, comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness and timeliness. When the reader reads critically, they evaluate what is read. The critical reader must be an active reader, questioning, searching for facts and suspending judgment until he or she considers all of the material. They examine critically the thoughts of the author, which have been identified through the lower level of comprehension and judge their validity or worth.

### 4) Creative Comprehension

in creative reading, the reader gets added value from the knowledge contained in the reading by identifying ideas that stand out from the knowledge he had previously obtained.

## 3. Descriptive Text



### a. Definition of Descriptive Text

Text descriptive text is an activity to describe something in detail in an interesting way. This is a verbal image of a person, place, and object. When people describe something or someone through essay writing, they try to make it as real as possible that can catch the reader's attention.

As we know that descriptive is to describe something, such as a person, place, or thing. Usually when people want to describe something, for example in describing people, they often describe each of people in terms of age, nationality, clothes, hair, face, height, etc.

### b. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

- 1) Identification: Identifies phenomenon to be described.

It is a statement or a short paragraph that contains about the introduction of the object (people, place, animal or something) that is going to be described, and also it is usually able to provoke the readers and interesting to be eager to read the text.

- 2) Description: Describing the phenomenon in parts.

specific participant, characteristics. It might be consist of one of some paragraphs. This part is used to give suffice description about the object as mentioned in the identification part and the description of the object can be done

according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, forms or anything related to what the writer describe.

#### **4. Concept of the sketch to stretch**

##### **a. Definition of the sketch to stretch**

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. The sketch to stretch is developed by Short, Harste and Burke.

According to Brunner (2011) the sketch to stretch strategy is a nonverbal response strategy that supports visual imaging of text and encourages creativity and interpretation of the reading. The readers' activity in reading the text is not in the form of the words they say orally but in artistic activities.

##### **b. The implementation of sketch to stretch strategy in teaching reading comprehension**

Brunner (2011) explains the way to implement sketch to stretch strategy, as follows :

- 1) The teacher activates the students' background knowledge by motivating the students and asking some questions related to the topic of reading.

- 2) The teacher tells students that the purpose for reading the material is to understand and visualize the text related to important information, events, or scenes from the reading.
- 3) The teacher ask students to read the text.
- 4) After students finish reading the text, the teacher instructs them to draw or make a quick sketch of the information. Drawings can include the scenes, the main idea, or other pertinent information.
- 5) When students have completed their sketches, the teacher gives them the opportunity to interpret each drawing. This can be done in writing, using sticky notes, or verbally, during whole-class or small-group discussion.
- 6) After students have provided interpretation, the teacher asks the students to explain the drawing to the whole class.

Materials and procedures for sketch to stretch. For material just need multiple copies of reading selection, pencil, paper and crayons or colored markers.

For example of sketch to stretch strategy :

#### Sketch-to-stretch

Draw a picture or symbol that represents the text read. Remember not to worry about artistic quality, just sketch your reaction.

#### My Black Peci

I have some head covers. They are peci and cap. I like my peci very much. Do you know what peci is? I am going to tell you now. There are some names for

this kind of head cover. My father calls it "songkok" but some of my friends call it "kopiah". I prefer to call this head cover "peci".

Peci can produce in various colours. They may be sold in green, yellow, and brown color. I do not like bright colors. So I bought my peci in dark color. It is black. My peci is number 5 in size. It is 6 cm in height. My black peci is made of a stiffened, black velvet. So it is truly dark, truly black. My black peci has the shape of a truncated cone with embroidered felt in its sides.

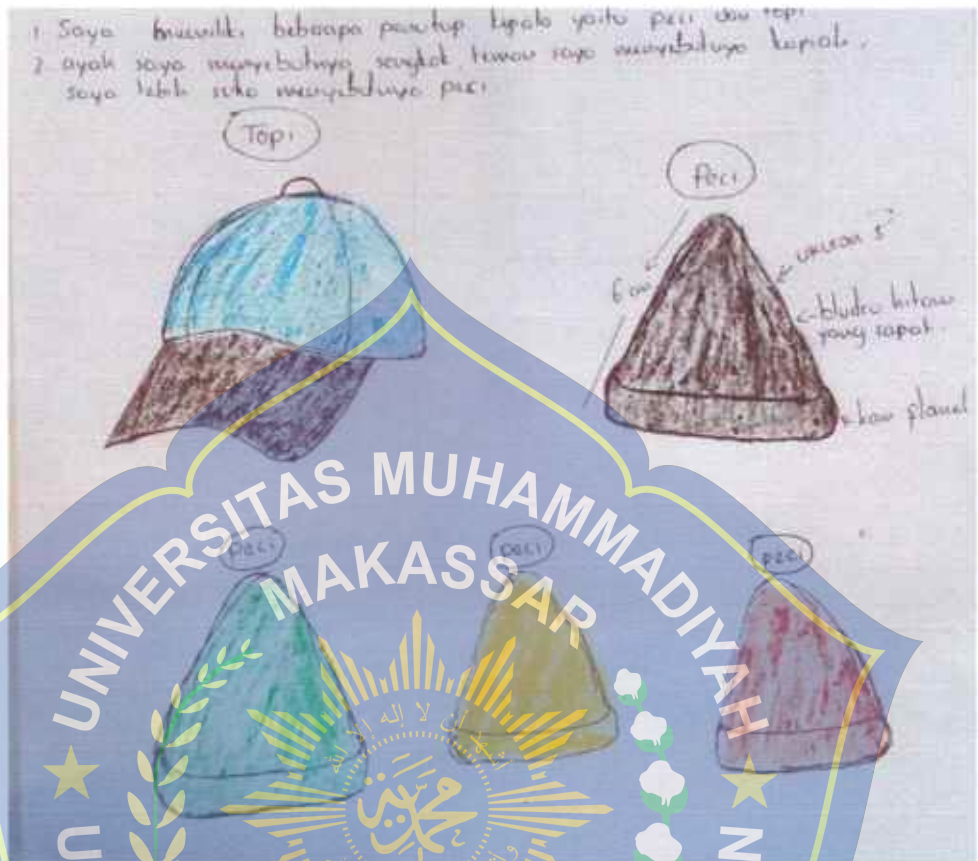
I always wear my black peci every day. Just like people in Brunei, Malaysia, Singapore, the southern Philippine and southern Thailand.

The difficult vocabularies:

- |                         |                                   |
|-------------------------|-----------------------------------|
| 1. covers : penutup     | 14. Height : tinggi               |
| 2. kind : jenis         | 15. Made : dibuat                 |
| 3. prefer : lebih suka  | 16. Stiffened : bahan baku        |
| 4. produce : produksi   | 17. Velvet : bludru               |
| 5. Various : berbagai   | 18. Truly : benar-benar           |
| 6. sold : dijual        | 19. Shape : bentuk                |
| 7. bright : terang      | 20. Cone : kerucut                |
| 8. bought : beli        | 21. Truncated : terpotong         |
| 9. dark : gelap         | 22. Embroidery felt : kain flanel |
| 10. size : ukuran       | 23. Sides : sampingnya            |
| 11. wear : pakai        |                                   |
| 12. just like : seperti |                                   |
| 13. southern : selatan  |                                   |



### Sketch to stretch



Describe your sketch below.

1. I have several headcovers namely hats and caps, my father prefers to call it songkok, my friends call it skullcaps, while I prefer to call it caps.
2. Cap can be produced in various colors, there are green, yellow and brown. I prefer dark colors.
3. My cap is 5, 6 cm high, made of velvet.
4. My cap is black in the shape of a cone, cut with a flannel cloth on the side. I always wear it every day.

### c. The principle of sketch to stretch

According to Johnson (2005) the principles of sketch to stretch strategy are as follow:

- 1) Sketch to stretch forces students to recall the main ideas of a story and helps them to understand what they have read
- 2) Sketch to stretch is a good exercise for visual learners who are better able to express themselves through art than through words
- 3) Sketch to stretch is also a good activity for the students who are English language learners, for beginning readers, or for struggling readers so they can bring the literature to life through pictures.
- 4) Sketch to stretch may help to build the self confidence of struggling readers and may encourage readers to be creative when responding to text.

### d. The advantages and disadvantages of sketch to stretch strategy

Sketch to stretch strategy has many great advantages that can be apply effectively to improve reading comprehension. The advantages of sketch to stretch strategy are as follows.

- 1) Sketch to stretch strategy is easily implemented to teach reading comprehension.
- 2) Sketch to stretch requires only moderate advance preparation from the teacher.
- 3) Sketch to stretch is a good activity for substitute teachers.
- 4) Sketch to stretch support mental imaging of content.

- 5) Sketch to stretch provides a framework for discussion of text.
- 6) Sketch to stretch can easily be implemented with nonfiction text.
- 7) Sketch to stretch works with individuals or with small groups of students.

However, the sketch to stretch strategy also has disadvantages. The disadvantage of sketch to stretch strategy explained by Judy Tilton Brunner Mikatama (2019) is that sketch to stretch strategy is noappropriate for teaching adult students because they can be encouraged by teacher emphasis on the content of the drawing, rather than the artistic ability of the illustrator. Therefore, it is suggest that a sketch to stretch strategy is not use to teach the adult students.

## 5. Small Group Discussion

### a. Definition of small group

Small group discussion is a technique for teaching. In this technique, the group is divided into small group that consist of maximum five students. According to Serravallo (2010)writes that small group gives children the chance to hear other students" thinking about their reading process and responses to texts.

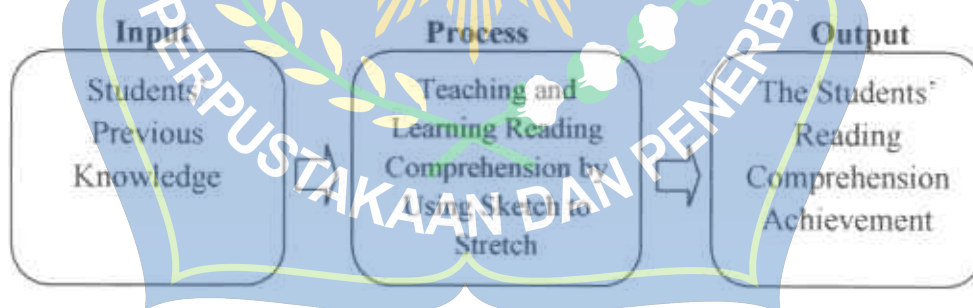
According to Baddu (2018) Small group is self is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group.

**b. The implementation of small group discussion in teaching reading comprehension**

Baddu (2018) explain the way to implement small group discussion, as follows :

- 1) The researcher give the students the reading text( Descriptive Text)
- 2) The researcher ask them to read and comprehend the reading text in a group consist of four students until five students
- 3) The students find out what will be the reading about
- 4) Students answer the questions.
- 5) The researcher ask one students of each groups to present the result of theirs' discussion in the whole class.

**C. Conceptual Framework**



The conceptual framework will show the situation as follows:

Input : Refer to reading comprehension materials, will be practice in the classroom.



Process: The implementation of sketch to stretch in teaching reading comprehension

Output : Students achievement in learning by using sketch to stretch

#### **D. Research Hypothesis**

There are two hypotheses in this research. They are H0 (Null hypothesis) and H1 (Alternative hypothesis).

1. H0 (Null hypothesis) there is no significant difference toward students' reading comprehension after being taught by using sketch to stretch.
2. H1 (Alternative hypothesis) there is a significant difference toward students' reading comprehension after being taught using sketch to stretch.

### CHAPTER III

#### RESEARCH METHOD

##### A. Research Design

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.

The design can be described as follows:

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)

Gay (1981)

### 1. Pre- test

A pre test was conduct in the beginning of the lesson before the treatment were given. The purpose of the pre test is to know how the students' ability in reading comprehension of descriptive text. The researcher asked the students to answer the questions of the text base on text about descriptive text are given 100 minutes time to them.

### 2. Treatment for Experimental Group

This instrument of treatment by used of sketch to stretch strategy which applied to students' learning process. In this experimental class, the researcher providing the used of sketch to stretch strategy in teaching reading comprehension on descriptive text for four meetings.

- a. The researcher told the purpose of reading related to important information, events to make students understand and visualized the text.
- b. The researcher gave the descriptive text to the students and asked them to read the text.
- c. After the students finished read the text, the researcher in structs them to make quick aketch of the information of the descriptive text, the researcher instructs them to draw a scene, main idea or the pertinent informasion.
- d. After the students make a quick sketch, the researcher asked them to explain their drawing in front of the whole class.

### 3. Treatment for Control Group

In this treatment, the researcher taught the students without using sketch to stretch strategy or small group discussion for four meetings, here are the steps:

- a. The researcher told the purpose of reading related to important information, events to make students understand.
- b. The researcher divided students into some groups, each group consisted of four until five students.
- c. The researcher gave the students descriptive text.
- d. The researcher asked each groups to read a text.
- 6) Each groups answered the questions.
- 7) After the students anwer the questions, the researcher asked one students of each groups to present the result of theirs' discussion in the whole class.

#### 4. Post test

The researcher perform the post test at the end of the research. It was conducted to measure the students' reading comprehension after the treatment. It was distribute to both experimental and control group. This was intend and also to find out the differences between students' score of both group. The post test is almost similar to the pre test. The pre test is essay test. In this case, the students were asked to answer the questions of reading test ( descriptive text).

### B. Population and Sample

#### 1. Population

This research population was the eighth grade students of SMP N 32 Bulukumba which consisted of 98 students.



## 2. Sample

This research used a cluster random sampling to choose the research sample by communicating it with the English teacher about students' English ability at the eighth grade. The researcher took VIII.2 as an experimental class consisted of 14 students and VIII.3 as a control class consisted of 14 students.

### C. Research Variable and Indicator

#### 1. Variable

- a. The independent variable of this study used sketch to stretch as a strategy.
- b. The dependent variable of this study was taught reading comprehension.

#### 2. Indicators

The indicators for reading comprehension, the students can be able to comprehend the main idea and supporting details.

### D. Instrument of the Research

#### 1. Reading Test (Essay Test)

In reading test, the students were gave a descriptive text with some questions related to the text and the students answer the question. The text was about person and thing. Consisted of 5 questions for pre-test and 5 questions for post-test.

### E. Technique of Data Collection

The procedure of collecting data in this research as follow:

#### 1. Pre-test

Before giving atreatment, the researcher gave a pre-test for students both of class. The-pre-tests' objective was to knew the students' reading comprehension before they were given a treatment.

#### 2. Treatment

After the pre-test, the researcher would taught the students for 4 meetings both of class. Teaching and learning used sketch to stretch in experimental class and used small group discussion in control class.

#### 3. Post-test

Post-test would be given to the class after giving the treatment. The procedure of post-test was the same as the pre-test. The post-tests' objective was to knew the students' reading comprehension after treatment.

### F. Technique of Data Analysis

To analyzed the data the researcher employed the formula as follows:

#### 1. Scoring the Students' Correct Answer of Pre-Test and Post-Test

The students' score of reading comprehension was calculated through the following formula

$$\text{Score} = \frac{\text{students correct answer}}{\text{Maximum Score}} \times 10$$

## 2. Rubric Assessment Literal Comprehension (Main Idea)

Table 3.1 Rubric Assessment Literal Comprehension (Main Idea)

No	Criteria	Score
1	Clearly identified the main idea by providing strong evidence, details relating to the main idea.	4
2	Identified the main idea and provided adequate evidence, details relating to the main idea.	3
3	Limited main idea identification and limited evidence, details relating to the main idea.	2
4	Did not identify the main idea of the story or provide any evidence, details relating to the main idea.	1

Harmer in (Eryana, 2017)

## 3. Rubric Assessment Literal Comprehension (Supporting Details)

Table 3.2 Rubric Assessment Literal Comprehension (Supporting Details)

No	Criteria	Score
1	Relevant telling quality details give reader important information that goes beyond the obvious or predictable.	4
2	Supporting idea or information were relevant, but one key issue almost unsupported or more predictable than others.	3
3	Supporting idea or information were relevant, but one or more key issues almost unsupported or fairly predictable.	2
4	Supporting idea or information were somewhat relevant,	1

	but several key issues were unsupported or all fairly predictable.	
--	--	--

Harmer in (Tesilia, 2019)

4. Scoring Classification Students' Reading Comprehension  
Table 3.3 Scoring Classification Students' Reading Comprehension

No	Score	Classification
1	9.6-10	Excellent
2	8.6-9.5	Very good
3	7.6-8.5	Good
4	6.6-7.5	Fairly good
5	5.6-6.5	Fair
6	3.6-5.5	Poor
7	0-3.5	Very poor

Depdikbud in (Tesilia, 2019)

5. Computing the frequency and the rate percentage of the students' scores:

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

Where :

P = Percentage

F = Frequency

N = The total number of students

Sudjana in (Fatmawati, 2011)



6. Calculating the mean score of the students

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

Where :

$\bar{X}$  = Mean Score

$\sum x$  = The sum of all the scores

N = The total number of students

Gay in (Ikramullah, 2018)

7. Finding out significant difference between sketch to stretch and small group discussion' score by calculating the value of the t-test. The following formula as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left( \frac{SS_1 + SS_2}{n_1 + n_2 - 2} \right) \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where: t = test of significant difference

$\bar{X}_1$  = mean score of  $\bar{X}_1$

$\bar{X}_2$  = mean score of  $\bar{X}_2$

SS1 = mean score of  $\bar{X}_1$

SS2 = mean score of  $\bar{X}_2$

n1 = number of case  $\bar{X}_1$

n2 = number of case  $\bar{X}_2$

Gay in (Ikramullah, 2018)

8. Calculating the standard deviation of students between experimental and control class by using this formulate:

$$SD = \sqrt{\frac{SS}{N-1}}$$

Where :  $SS = \sum X^2 - \frac{(\sum X)^2}{N}$

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

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

N : Total number of subject

SD : Standard deviation

Gay in (Ikramullah, 2018)



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of two sections, those are findings and discussion. The finding deals with the result of data analysis. The discussion deals with the explanation of the research result.

#### A. Findings

##### 1. Score Classification of Experimental Class

Table 4.1 Rate Percentage of Students Reading Comprehension of Experimental Class

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%	

The data in table 4. 1 above shows the frequency and percentage of students' reading comprehension of Experimental Class. From these table 4.1, it can be seen pre-test result that none of the students got 'Excellent', 'Good' and 'Poor'. There were 1 students (7%) classified into 'Very Good', 2 students (14%) classified into 'Fairly Good', 5 students (36%) classified into 'Fairly' and 6 students (43%) classified into 'Very Poor'. While post-test result ,that none of the students got 'Good', 'Poor' and 'Very Poor'. There were 1 students (7%) classified into 'Excellent', 7 students (50%) classified into 'Very Good', 5 students (36%) classified 'Fairly Good' and 1 students (7%) classified into 'Fairly'. So, based on the table above that the classification score of students' reading comprehension was 'Very Good' classification in experimental class because most of them (7students) got Very Good classification score after treatment.

## 2. Score Classification of Control Class

Table 4.2 Rate Percentage of Students' Reading Comprehension of Control Class

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%
<b>Total</b>			<b>14</b>		<b>100%</b>	

The data in table 4.2 above shows the frequency and percentage of students' reading comprehension of control class. From these table 4.2, it can be seen pre-test result that none of the students got 'Excellent' and 'Good'. There were 1 Students (7%) classified into 'Very Good', 1 students (7%) classified into 'Fairly Good', 4 students (29%) classified into 'Fairly', 5 students (36%) classified into 'Poor' and 3 students (21%) classified into 'Very Poor'. While, for post-test result that none of the students got 'Good' and 'Very Poor', there were 1 students (7%) classified into 'Excellent', 2 students (14%) classified into 'Very Good', 5 students (36%) classified 'Fairly Good', 4 students (29%) classified into 'Fairly', 2 students (14%) classified into 'Poor'. So, based on the table above that the score classification of students' reading comprehension was 'Fairly Good' classification in control class because most of them (5 students) got fairly good classification score after treatment.

If table 4.1 and table 4.2 compared, it shows that the classification score of experimental class is higher than the classification score of control class. These can be seen in 'Very Good' classification after treatment (post-test) where experimental class has 7 students whereas control class has 2 students.

### 3. Mean Score and Standar Deviation of Experimental Class and Control Class

To know whether or not there is significant difference between experimental class and control class, it is shown in the following table:

Table 4.3 Score and Standar Deviation of Experimental Class and Control Class

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

### 4. Test of Significance

T-test value is used to know whether there is significant difference between experimental class and control class in students' reading comprehension at the level significance 0.05 with degree of freedom  $(df) = N_1 + N_2 - 2$ , where  $N$  = total

number of students (28);  $df = 14 + 14 - 2 = 26$ , t-test statistical analysis for independent sample is employed.

The following table shows the result of the t-test classification:

Table 4.4 t-Test of the Students' Reading Comprehension Achievement of pre test both classes

Variable	t-test value	t-table value	Remark
X1 – X2	0.246	2.056	Significantly different

The table above shows that t-table value was higher than t-test in pre-test both classes. The result of the test shows there was significant difference between t-table and t-test ( $2.056 > 0.246$ ), it means that, t-test was smaller than t-table.

Table 4.5 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 ( $2.056 < 2.519$ ), 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 statistical analysis shows that there was significant difference



between experimental class and control class in reading comprehension achievement of students.

## B. Discussion

In this section, the discussion showed the interpretation of findings about the significant difference between students' reading comprehension achievement taught through sketch to stretch and students taught without sketch to stretch.

In treatment process the researcher had done teaching learning process in experimental class used sketch to stretch and control class used small group discussion. It indicated that there is significant difference between students' reading comprehension achievement taught through sketch to stretch and students taught without sketch to stretch in learning reading comprehension focus on literal comprehension in term of main idea and supporting details.

In this research sketch to stretch is better than small group discussion for students learning outcomes in English, especially in the reading comprehension focus on literal comprehension in term of main idea and supporting details. It could be seen in the result of classification score of students' reading comprehension experimental class was 'Very Good' classification then classification score of students' reading comprehension in control class was 'Very Good' classification, this is in line with research by Wahyuni (2013) stated that "the students' reading comprehension taught by using sketch to stretch was classification into good level then the students' reading comprehension taught without sketch to stretch was classification into enough level".



Sketch to stretch has good effect toward students' learning result in reading comprehension, by using sketch to stretch the students will enjoy, not bored, and never think that reading comprehension is difficult to understand. This is in line with research by Sayang, Sofian & Wijaya (2014) stated that sketch to stretch have a high effect in teaching reading comprehension by using sketch to stretch the students could comprehend the passage deeper through interpreting text by drawing while they are reading the passage. Therefore, by implementing sketch to stretch could help students easy and enjoy to understand a reading test especially on descriptive text.

The result of the t-test statistical analysis showed that there are significant difference between students reading comprehension who are taught use sketch to stretch and students who are taught without sketch to stretch, even though different both of them was not enough high. The scores between both groups was significant difference. It was caused by the treatment that got in both groups. It could be seen by result of pre-test and post test both of group, which is the learning outcomes of the experimental class was higher than the control class. It was proved by Wahyuni (2013) concluded that sketch to stretch strategy has a positive effect to the students' reading comprehension in narrative text. It was suitable with Mikatama (2019) stated that the reading skill ability could be improve thought sketch to stretch.

According to those statements above, the researcher concluded that there is significant difference achievement between the students taught through sketch to stretch and students taught without sketch to stretch in reading comprehension

focus on literal comprehension in term of main idea and supporting details at the eighth grade students of SMPN 32 Bulukumba.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis described in chapter IV. Finally, the researcher provide conclusions about the implementation of sketch to stretch in teaching reading comprehension at the eighth grade of SMPN 32 Bulukumba as follows:

1. From the results between experimental class and control class, the researcher can conclude that score of the experimental class was better than the control class, that it could be shown from the results of data analysis that the mean score of the experimental class was 8.21. and the mean score of the control class was 6.9. it means that the experimental class was higher in good category while the control class was lower in fairly good category. The Hypothesis  $H_0$  was rejected and  $H_1$  was accepted. The t-test value was greater than t-table ( $2.519 > 2.056$ ), it means that there is a significance different between experimental class taught by using sketch to stretch and control class taught by using small group discussion in reading comprehension at the eighth grade of SMPN 32 Bulukumba.

#### B. Suggestion

Based on the conclusion above, the researcher gives some suggestions as follows:

1. For English Teacher

This strategy may use English teachers when they teach reading comprehension, especially on descriptive text.





## 2. For Students

This strategy for students could be an alternative contribution to improve reading comprehension.

## 3. For the Next Researcher

For the next researcher, they might be able to find new variations in teaching using sketel to stretch



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A

P



X



## APPENDIX A

### Lesson Plan

#### A. LESSON PLAN

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 32 Bulukumba  
 Kelas/Semester : VIII/ Ganjil  
 Mata Pelajaran : Bahasa Inggris  
 Tahun Pelajaran : 2020/2021  
 Waktu : 8 JP( 4 pertemuan)

<p><b>A. Tujuan Pembelajaran</b>          Selama dan setelah mengikuti pembelajaran ini peserta didik dapat:</p> <ol style="list-style-type: none"> <li>1. Siswa dapat menangkap informasi spesifik yang ada pada teks descriptive.</li> <li>2. Siswa dapat mengidentifikasi makna dan gagasan dalam teks descriptive.</li> <li>3. Siswa dapat mengidentifikasi aspek-aspek yg ada pada teks descriptive.</li> </ol>	<p><b>F. Media/Sumber Belajar</b></p> <ol style="list-style-type: none"> <li>1. Media alat : papan tulis, spidol, kertas hvs, gambar, paper warna</li> <li>2. Sumber Belajar: internet (google/images) dan buku pelajaran/paket</li> </ol>
<p><b>B. Kompetensi Dasar</b></p> <p>5.1 Merespon makna dan langkah-langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive.</p>	<p><b>G. Kegiatan Pembelajaran</b></p> <p><b>Pendahuluan</b></p> <ol style="list-style-type: none"> <li>1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>2. Memeriksa kehadiran peserta didik sebagai sikap disiplin, dan menginformasikan tujuan pembelajaran</li> </ol>
<p><b>C. Indikator</b></p> <ol style="list-style-type: none"> <li>1. menentukan ide pokok yang ada pada teks descriptive</li> <li>2. mengidentifikasi makna dan gagasan dalam descriptive text</li> </ol>	<p><b>Kegiatan Inti</b></p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan tentang descriptive text dan strategi skelch to stretch</li> <li>2. Siswa membaca text descriptive yang diberikan oleh guru.</li> <li>3. Dengan bimbingan dan arahan guru, siswa mempergunakan tentang kata-kata yang sulit dan struktur teks descriptive.</li> <li>4. Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.</li> </ol>
<p><b>D. Materi</b></p> <ol style="list-style-type: none"> <li>1. My Black Peci</li> <li>2. Bongo The Orangutan</li> <li>3. Lake Toba</li> </ol>	<ol style="list-style-type: none"> <li>5. Dengan bimbingan dan arahan guru, siswa mempergunakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dan informasi tertentu dalam teks descriptive tersebut.</li> <li>6. Siswa dapat menemukan gagasan pokok, informasi rinci dan informasi tertentu dalam teks descriptive tersebut dengan menggunakan</li> </ol>

<p>4. My Little Sister</p>	<p>strategi sketch to stretch</p> <p>7. Setiap peserta didik membuat gambar tentang apa saja yang dapat mereka pahami dalam bacaan descriptive text tersebut</p> <p>8. Setiap peserta didik membacakan/menjelaskan hasil gambarnya di depan teman-temannya.</p> <p><b>Penutup</b></p> <p>1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.</p>
<p><b>E. Metode/Model</b></p> <p>Pendekatan berupa Scientific Learning</p> <p>Dengan model pembelajaran Discovery</p>	<p><b>Penilaian</b></p> <p>1. Unjuk kerja</p>

Mengetahui

Kepala Sekolah

Guru Bahasa Inggris

NIP.

NIP.

## APPENDIX B

### The List Name of Students in Experimental Class

No	Sample	Code
1	Indriyani	S-1
2	Aprisaldi	S-2
3	Muh. Aghil Apriansyah	S-3
4	Gefira	S-4
5	Erik	S-5
6	Alifah	S-6
7	Cinta Aulia	S-7
8	Deyla Tri Saskia Putri	S-8
9	Azzahra Aulia	S-9
10	Andi Arimi Amelia	S-10
11	Andi Nur Fatin Nabila	S-11
12	Arnindasari	S-12
13	Padli Kurniawan	S-13
14	Diandra Putri Surya	S-14

APPENDIX C

The List Name of Students in Control Class

No	Sample	Code
1	Zulkasmir	S-1
2	Haeril R	S-2
3	Abdi Fauzi Rahmat	S-3
4	Aswin Suwandri	S-4
5	Indira Kurniawan	S-5
6	Sri Armina	S-6
7	Tia Arsita	S-7
8	Fatma Sari	S-8
9	Farel Firman Saputra	S-9
10	Muh. Ridwan	S-10
11	Fatmawati	S-11
12	Bayu Anggara	S-12
13	Para Wahidah	S-13
14	A. Rahman Dg.Pabeta	S-14



APPENDIX D

The classification score of students' pre-test and post-test (main idea and supporting details) in experimental class

Indicator				
Students	Experimental Class			
	Pre-test		Post-test	
	Main idea	Supporting details	Main idea	Supporting details
S-1	4	2	4	3
S-2	4	1	4	3
S-3	1	1	2	4
S-4	4	1	4	3
S-5	1	1	2	4
S-6	1	1	4	4
S-7	4	1	4	3
S-8	1	1	2	4
S-9	1	1	2	4
S-10	4	1	4	3
S-11	1	1	2	3
S-12	4	3	4	4
S-13	2	4	4	3
S-14	4	1	4	3

Appendix E

The classification score of students' pre-test and post-test (main idea and supporting details) in control class

Indicator				
Students	Control Class			
	Pre-test		Post-test	
	Main idea	Supporting details	Main idea	Supporting details
S-1	1	1	2	3
S-2	4	1	4	2
S-3	2	1	2	3
S-4	2	1	2	3
S-5	2	1	4	2
S-6	4	3	1	2
S-7	1	1	2	4
S-8	4	2	1	2
S-9	1	1	2	4
S-10	4	1	4	3
S-11	1	1	2	4
S-12	4	1	4	4
S-13	1	2	4	3
S-14	4	1	2	3

Appendix F

The score of students ( Pre-Test of Experimental Class)

No	Students	Score		Total	Final Score ( $x_1$ )	$(x_1)^2$
		Main Idea	Sup.Details			
1	S-1	10	5	15	7.5	56.25
2	S-2	10	2.5	12.5	6.25	39.0625
3	S-3	2.5	2.5	5	2.5	6.25
4	S-4	10	2.5	12.5	6.25	39.0625
5	S-5	2.5	2.5	5	2.5	6.25
6	S-6	2.5	2.5	5	2.5	6.25
7	S-7	10	2.5	12.5	6.25	39.0625
8	S-8	2.5	2.5	5	2.5	6.25
9	S-9	2.5	2.5	5	2.5	6.25
10	S-10	10	2.5	12.5	6.25	39.0625
11	S-11	2.5	2.5	5	2.5	6.25
12	S-12	10	7.5	17.5	8.75	76.5625
13	S-13	5	10	15	7.5	56.25
14	S-14	10	2.5	12.5	6.25	39.0625
	TOTAL	90	50	140	70	421.875

APPENDIX G

The score of students ( Pre-Test of Control Class)

No	Students	Score		Total	Final Score ( $x_2$ )	$(x_2)^2$
		Main Idea	Sup.Details			
1	S-1	2.5	2.5	5	2.5	6.25
2	S-2	10	2.5	12.5	6.25	39.0625
3	S-3	5	2.5	7.5	3.75	14.0625
4	S-4	5	2.5	7.5	3.75	14.0625
5	S-5	5	2.5	7.5	3.75	14.0625
6	S-6	10	7.5	17.5	8.75	76.5625
7	S-7	2.5	2.5	5	2.5	6.25
8	S-8	10	5	15	7.5	56.25
9	S-9	2.5	2.5	5	2.5	6.25
10	S-10	10	2.5	12.5	6.25	39.0625
11	S-11	2.5	5	7.5	3.75	14.0625
12	S-12	10	2.5	12.5	6.25	39.0625
13	S-13	2.5	5	7.5	3.75	14.0625
14	S-14	10	2.5	12.5	6.25	39.0625
	TOTAL	87.5	47.5	135	67.5	378.125



APPENDIX H

The score of students ( Post-Test of Experimental Class)

No	Students	Score		Total	Final Score ( $x_f$ )	$(x_f)^2$
		Main Idea	Sup.Details			
1	S-1	10	7.5	17.5	8.75	76.5625
2	S-2	10	7.5	17.5	8.75	76.5625
3	S-3	5	10	15	7.5	56.25
4	S-4	10	7.5	17.5	8.75	76.5625
5	S-5	5	10	15	7.5	56.25
6	S-6	10	10	20	10	100
7	S-7	10	7.5	17.5	8.75	76.5625
8	S-8	5	10	15	7.5	56.25
9	S-9	5	10	15	7.5	56.25
10	S-10	10	7.5	17.5	8.75	76.5625
11	S-11	5	7.5	12.5	6.25	39.0625
12	S-12	5	10	15	7.5	56.25
13	S-13	10	7.5	17.5	8.75	76.5625
14	S-14	10	7.5	17.5	8.75	76.5625
	TOTAL	110	120	230	115	956.25

APPENDIX I

The score of students ( Post-Test of Control Class)

No	Students	Score		Total	Final Score ( $x_2$ )	$(x_2)^2$
		Main Idea	Sup.Details			
1	S-1	5	7.5	12.5	6.25	39.0625
2	S-2	10	5	15	7.5	56.25
3	S-3	5	7.5	12.5	6.25	39.0625
4	S-4	5	7.5	12.5	6.25	39.0625
5	S-5	10	5	15	7.5	56.25
6	S-6	2.5	5	7.5	3.75	14.0625
7	S-7	5	10	15	7.5	56.25
8	S-8	2.5	5	7.5	3.75	14.0625
9	S-9	5	10	15	7.5	56.25
10	S-10	10	7.5	17.5	8.75	76.5625
11	S-11	5	10	15	7.5	56.25
12	S-12	10	10	20	10	100
13	S-13	10	7.5	17.5	8.75	76.5625
14	S-14	5	7.5	12.5	6.25	39.0625
	TOTAL	90	105	195	97.5	718.75

**APPENDIX J****PRE-TEST**

Read following text with carefully

**A Tree**

There are three main parts of a tree. They are crown, trunk, and root. The crown is at the top of the tree. It consists of leaves, branches, and twigs. The crown filters dust and other particles from the air. The leaves produce food for the tree through photosynthesis.

The trunk or stem of a tree supports the crown and gives the tree its shape and strength. The trunk consists of some layers. The layers carry water and minerals up from the roots to the leaves, and they are carry sugar down from the leaves to the branches, trunk and roots.

Trees' roots absorb water and nutrients from soil, store sugar and hold the tree upright in the ground. Some roots can go down more than four meters.

Answer the questions based on the text !

1. What is the main idea of the text ?
2. How many parts of a tree ? Mention it !
3. What is the function of the crown, trunk, and root ?
4. How many parts of the crown ? Mention it !
5. What is the function of the leaves?

### POST TEST

Read following text with carefully

#### MARK ELLIOT ZUCKERBERG

Mark Elliot Zuckerberg is an American computer programmer and internet entrepreneur. He is the co-founder of facebook, the famous social media. His name was in the list of 100 wealthiest and most influential people in the world since 2010 by time magazine.

About his physical appearance, Marks' body is 170 centimeters tall wit the weight 76 kilograms. His hair color is red and his eyes are blue. Mark Zuckerberg was born on 14th May 1984 in New York, USA. Therefore, he is 33 years old by 2017. Mark Zuckerberg has married to Priscilla Chan and they have one daughter named Maxima Chan Zuckerberg.

Answer the questions based on the text!

1. What is the main idea of the text ?
2. Who is Mark Elliot Zuckerberg ?
3. How long tall and weight of Mark Elliot Zuckerberg ?
4. When was his born ?
5. Who is name his wife and his daughter ?





## APPENDIX K

### The Mean Score Both of Class (Pre-test)

#### 1. The Students of Experimental Class

$$\bar{X}_1 = \frac{\sum X}{N}$$

$$\bar{X}_1 = \frac{70}{14}$$

$$\bar{X}_1 = 5$$

#### 2. The Students of Control Class

$$\bar{X}_2 = \frac{\sum X}{N}$$

$$\bar{X}_2 = \frac{67.5}{14}$$

$$\bar{X}_2 = 4.8$$



## APPENDIX L

### Standard Deviation of Experimental Class and Control Class (Pre-test)

#### 1. Experimental Class

$$SD = \sqrt{\frac{SS1}{n-1}}$$

$$\text{Where: } SS1 = \sum X1^2 - \frac{(\sum X1)^2}{n}$$

$$SS1 = 421.875 - \frac{(70)^2}{14}$$

$$SS1 = 421.875 - \frac{4.900}{14}$$

$$SS1 = 421.875 - 350$$

$$SS1 = 71.875$$

$$SD = \sqrt{\frac{SS1}{n-1}}$$

$$SD = \sqrt{\frac{71.875}{14-1}}$$

$$SD = \sqrt{\frac{71.875}{13}}$$

$$SD = \sqrt{5.52}$$

$$SD = 2.34$$

#### 2. Control Class

$$SD = \sqrt{\frac{SS2}{n-1}}$$

$$\text{Where: } SS2 = \sum X2^2 - \frac{(\sum X2)^2}{n}$$

$$SS2 = 378.125 - \frac{(67.5)^2}{14}$$

$$SS2 = 378.125 - \frac{4556.25}{14}$$

$$SS2 = 378.125 - 325.44$$

$$SS2 = 52.685$$

$$SD = \sqrt{\frac{SS2}{n-1}}$$

$$SD = \sqrt{\frac{52.685}{14-1}}$$

$$SD = \sqrt{\frac{52.685}{13}}$$

$$SD = \sqrt{4.05}$$

$$SD = 2.01$$

## APPENDIX M

### The Significance Different (Pre-test)

$$\bar{X}_1 = 5$$

$$SS_1 = 71.875$$

$$\bar{X}_2 = 4.8$$

$$SS_2 = 52.685$$

#### 1. t-Test value on pre-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{5 - 4.8}{\sqrt{\left(\frac{71.875 + 52.685}{14 + 14 - 2}\right) \left(\frac{1}{14} + \frac{1}{14}\right)}}$$

$$t = \frac{0.2}{\sqrt{\left(\frac{124.56}{26}\right) \left(\frac{2}{14}\right)}}$$

$$t = \frac{0.2}{\sqrt{(4.79)(0.14)}}$$

$$t = \frac{0.2}{\sqrt{0.6706}}$$

$$t = \frac{0.2}{0.81}$$

$$t_{\text{Hitung}} = 0.246$$

#### 2. t-Table

For level of significance (  $\alpha$  ) = 0.05

Degree of freedom (df) = (N1+N2) - 2

$$= (14 + 14) - 2$$

$$= (28 - 2)$$

$$= 26$$

$$t\text{-Table} = 2.056$$

## APPENDIX N

### The Mean Score Both of Class (Post-test)

#### 1. The Students of Experimental Class

$$\bar{X}_1 = \frac{\sum X}{N}$$

$$\bar{X}_1 = \frac{115}{14}$$

$$\bar{X}_1 = 8.21$$

#### 2. The Students of Control Class

$$\bar{X}_2 = \frac{\sum X}{N}$$

$$\bar{X}_2 = \frac{97}{14}$$

$$\bar{X}_2 = 6.9$$





## APPENDIX O

### Standard Deviation of Experimental Class and Control Class (Post-test)

#### 1. Experimental Class

$$SD = \sqrt{\frac{SS1}{n-1}}$$

$$\text{Where: } SS1 = \sum X1^2 - \frac{(\sum X1)^2}{n}$$

$$SS1 = 956.25 - \frac{(115)^2}{14}$$

$$SS1 = 956.25 - \frac{13.225}{14}$$

$$SS1 = 956.25 - 944.64$$

$$SS1 = 11.61$$

$$SD = \sqrt{\frac{SS1}{n-1}}$$

$$SD = \sqrt{\frac{11.61}{14-1}}$$

$$SD = \sqrt{\frac{11.61}{13}}$$

$$SD = \sqrt{0.89}$$

$$SD = 0.94$$

#### 2. Control Class

$$SD = \sqrt{\frac{SS2}{n-1}}$$

$$\text{Where: } SS2 = \sum X2^2 - \frac{(\sum X2)^2}{n}$$

$$SS2 = 718.5 - \frac{(97.5)^2}{14}$$

$$SS2 = 718.75 - \frac{9506.25}{14}$$

$$SS2 = 718.75 - 679.01$$

$$SS2 = 39.74$$

$$SD = \sqrt{\frac{SS2}{n-1}}$$

$$SD = \sqrt{\frac{39.74}{14-1}}$$

$$SD = \sqrt{\frac{39.74}{13}}$$

$$SD = \sqrt{3.05}$$

$$SD = 1.74$$

## APPENDIX P

### The Significance Different (Post-test)

$$\bar{X}_1 = 8.21 \quad SS_1 = 11.61$$

$$\bar{X}_2 = 6.9 \quad SS_2 = 39.74$$

#### 1. t-Test Value on Post-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{8.21 - 6.9}{\sqrt{\left(\frac{11.61 + 39.74}{14 + 14 - 2}\right) \left(\frac{1}{14} + \frac{1}{14}\right)}}$$

$$t = \frac{1.31}{\sqrt{\left(\frac{51.35}{26}\right) \left(\frac{2}{14}\right)}}$$

$$t = \frac{1.31}{\sqrt{(1.975)(0.14)}}$$

$$t = \frac{1.31}{\sqrt{0.2765}}$$

$$t = \frac{1.31}{0.52}$$

$$t_{\text{Hitung}} = 2.519$$

#### 2. t-Table

For level of significance ( $\alpha$ ) = 0.05

Degree of freedom (df) = (N<sub>1</sub> + N<sub>2</sub>) - 2

$$= (14 + 14) - 2$$

$$= (28 - 2)$$

$$= 26$$

$$t\text{-Table} = 2.056$$

**APPENDIX Q**  
**Distribution of t-Table**

Df	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
	Level of Significance for one-tailed test					
	0,25	0,1	0	0,025	0,01	0,005
1.	1.000	3.078	6.314	12.706	31.821	63.657
2.	0.816	1.886	2.920	4.303	6.965	9.926
3.	0.765	1.638	2.353	3.183	4.541	5.841
4.	0.741	1.533	2.132	2.776	3.747	4.604
5.	0.727	1.476	2.015	2.571	3.365	4.032
6.	0.718	1.440	1.943	2.447	3.143	3.707
7.	0.711	1.431	1.895	2.365	2.998	3.499
8.	0.706	1.397	1.860	2.306	2.896	3.355
9.	0.703	1.383	1.833	2.262	2.821	3.250
10.	0.700	1.372	1.812	2.226	2.764	3.169
11.	0.697	1.363	1.789	2.201	2.718	3.106
12.	0.695	1.356	1.782	2.179	2.681	3.055
13.	0.694	1.350	1.771	2.160	2.650	3.020
14.	0.692	1.345	1.761	2.143	2.624	2.977
15.	0.691	1.341	1.753	2.133	2.604	2.947
16.	0.690	1.337	1.746	2.120	2.583	2.921
17.	0.689	1.333	1.740	2.110	2.567	2.898
18.	0.688	1.330	1.734	2.101	2.552	2.878
19.	0.688	1.328	1.729	2.093	2.539	2.861
20.	0.687	1.325	1.725	2.086	2.528	2.845
21.	0.686	1.323	1.721	2.080	2.518	2.831
22.	0.686	1.321	1.717	2.074	2.508	2.819
23.	0.685	1.319	1.714	2.070	2.500	2.807
24.	0.685	1.318	1.711	2.060	2.492	2.797
25.	0.684	1.316	1.708	2.060	2.485	2.787
26.	0.684	1.315	1.706	2.056	2.479	2.779
27.	0.684	1.314	1.703	2.052	2.473	2.771
28.	0.683	1.313	1.701	2.048	2.467	2.763
29.	0.683	1.311	1.699	2.045	2.462	2.756
30.	0.683	1.310	1.697	2.042	2.457	2.750
40.	0.681	1.303	1.684	2.021	2.423	2.704
60.	0.679	1.296	1.671	2.000	2.390	2.660
120.	0.677	1.289	1.658	1.980	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576

APPENDIX R

$$\frac{2.5 + 1.5 + 1.5}{2}$$

Min. 1000 - 1500000  
Var. 1

PRE-TEST

Read the following text with carefully

A Tree

There are three main parts of a tree. They are crown, trunk, and root. The crown is at the top of the tree. It consists of leaves, branches, and twigs. The crown filters dust and other particles from the air. The leaves produce food for the tree through photosynthesis.

The trunk or stem of a tree supports the crown and carries the tree in shape and strength. The trunk consists of several layers. The layers carry water and minerals from the roots to the leaves, and they are carried down from the leaves to the branches, twigs, and roots.

Trees absorb water and minerals from the soil through their roots and use the water and minerals to make sugar and food for the tree. The roots can grow up to four meters deep in the ground.

Answer the questions based on the text.

1. What is the main idea of the text?
2. How many parts of a tree? Mention it.
3. What is the function of the crown, trunk, and root?
4. How many parts of the crown? Mention it.
5. What is the function of the leaves?
6. How many parts of the trunk? Mention it.
7. How many parts of the root? Mention it.
8. How deep can the roots grow in the ground?
9. What is the function of the roots?
10. How many parts of the root? Mention it.
11. How many parts of the root? Mention it.
12. How many parts of the root? Mention it.
13. How many parts of the root? Mention it.
14. How many parts of the root? Mention it.
15. How many parts of the root? Mention it.
16. How many parts of the root? Mention it.
17. How many parts of the root? Mention it.
18. How many parts of the root? Mention it.
19. How many parts of the root? Mention it.
20. How many parts of the root? Mention it.



$$\frac{10+5}{2} = 7.5$$

Name: Muhammad Ridwan Satrio

Class: VIII

### POST TEST

Read following text with carefully

#### MARK ELLIOT ZUCKERBERG

Mark Elliot Zuckerberg is an American computer programmer and internet entrepreneur. He is the co-founder of Facebook, the famous social media. His name was in the list of 100 wealthiest and most influential people in the world since 2010 by Time magazine.

About his physical appearance, Mark's body is 170 centimeters tall with the weight 76 kilograms. His hair color is red and his eyes are blue. Mark Zuckerberg was born on 14th May 1984 in New York, USA. Therefore, he is 33 years old by 2017. Mark Zuckerberg has married to Priscilla Chan and they have one daughter named Maxima Chan Zuckerberg.

Answer the questions based on the text!

1. What is the main idea of the text?
2. Who is Mark Elliot Zuckerberg?
3. How long tall and weight of Mark Elliot Zuckerberg?
4. When was he born?
5. Who is his wife and his daughter?

Answer:

1. Mark Zuckerberg is a computer programmer and internet entrepreneur.
2. He is an American computer programmer and internet entrepreneur.
3. Mark's body is 170 centimeters tall with the weight 76 kilograms.
4. He was born on 14th May 1984 in New York, USA.
5. His wife is Priscilla Chan and his daughter is Maxima Chan Zuckerberg.

$$\frac{4 \times 10}{4} = 10$$

## APPENDIX S



Sertificate of Turnitin



### EED-Turnitin® CERTIFICATE

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

From author/researcher:

**EVI ARSANA**

ID: 109391107338

Has completed the Turnitin test for Thesis with result below:

Similarity	Percentage
Similarity	17%
Plagiarism	4%

Tested and signed by English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar

Makassar, 25 January 2021

Head of English Education Department

**Ummu Khairunn Syamsi, S.Pd., ALPd**

NPM 527 803



UNIVERSITAS MUHAMMADIYAH MAKASSAR

UPT PERPUSTAKAAN DAN PENERBITAN



Nomor : 540DPMPPTSP/K/2020  
Lampiran :  
Perihal : Izin Penelitian

Bulukumba, 05 Oktober 2020

Kepada :  
Yth. 1. Kepala Dinas Pendidikan dan Kebudayaan  
2. Kepala SMPN 32 Bulukumba  
Masing – Masing

Dit. Tempat

Berdasarkan Surat Kepala Kantor Kesatuan Bangsa dan Politik Nomor : 010/0657/Kesbangpol/X/2020 tanggal 05 Oktober 2020 Perihal Rekomendasi Izin Penelitian maka yang tersebut dibawah ini :

Nama : EVI ARIANA  
Nomor Pokok : 105351107215  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Instansi : UNISMUH MAKASSAR  
Alamat : JL. MALENGKERI MAKASSAR

Bermaksud melakukan Penelitian di Dinas Pendidikan dan Kebudayaan dan SMPN 32 Kabupaten Bulukumba dalam rangka Penyelesaian SKRPSI dengan judul "THE IMPLEMENTATION OF / SKETCH TO STRETCH IN TEACHING READING COMPREHENSION AT THE EIGHT GRADE OF SMPN 32 BULUKUMBA" yang akan berlangsung pada tanggal 03 Oktober s.d 03 Desember 2020.

Selubungan dengan hal tersebut di atas, pada prinsipnya kami mengizinkan yang bersangkutan untuk melaksanakan kegiatan tersebut dengan ketentuan sebagai berikut :

1. Mematuhi semua Peraturan Perundang – Undangan yang berlaku dan meniadakan adat – istiadat yang berlaku pada masyarakat setempat.
2. Tidak mengganggu kesenangan/kehidupan masyarakat setempat.
3. Penelitian/pengambilan data tidak menyempang dari izin yang diberikan;
4. Melaporkan hasil pelaksanaan penelitian/pengambilan data serta menyerahkan 1(satu) eksemplar hasilnya kepada Bupati Bulukumba Di Kepala Kantor Kesatuan Bangsa dan Politik Kab. Bulukumba;
5. Surat izin ini akan dicabut atau dianggap tidak berlaku apabila yang bersangkutan tidak memenuhi ketentuan sebagaimana tersebut di atas, atau sampai dengan batas waktu yang telah ditentukan. Kegiatan penelitian/pengumpulan data dimaksud belum selesai.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.



- Tembusan:
1. Bupati Bulukumba (sebagai laporan);
  2. Kepala Kesbangpol Kab. Bulukumba di Bulukumba;
  3. Arsip.





# PEMERINTAH KABUPATEN BULUKUMBA KANTOR KESATUAN BANGSA DAN POLITIK

Jln Dr Sutomo No 4 Telp (0413) 85003 Bulukumba 92511

Bulukumba, 05 Oktober 2020

Nomor  
Sifat  
Lampiran  
Perihal

070/ *BSP* /Keshangpol/X/2020

Biasa

Rekomendasi

Yth

Kepada  
Kepala Dinas Penanaman Modal dan Pelayanan  
Terpadu Satu Pintu Kab Bulukumba  
di-  
Jalan Kenari No 13 Bulukumba

Berdasarkan Surat Ketua LP3M UNISMUH Makassar Nomor 1722/05.C 4-VII/IX/42/2020 tanggal 02 Oktober 2020 Perihal Permohonan Izin Penelitian

Dengan ini disampaikan kepada Bapak/Ibu/Saudara (i) bahwa yang tersebut dibawah ini

Nama EVI ARIANA  
Tempat/Tgl Lahir Tanah Beru, 24-10-1998  
No Pokok 105351107316  
Program Studi/Prodi Pendidikan Bahasa Inggris  
Jenis Kelamin Perempuan  
Pekerjaan Mahasiswa UNISMUH Makassar  
Alamat Jl Manlengkeri Makassar  
Hp 085335167490

Bermaksud akan mengadakan Penelitian di Dinas Pendidikan dan Kebudayaan dan SMPN 32 Kabupaten Bulukumba dalam rangka Penyelesaian Skripsi dengan Judul

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

Selama Tmt 03 Oktober s/d 03 Desember 2020  
Pengikut/Ang Team Tidak ada

Sehubungan dengan hal tersebut diatas dianggap layak mendapatkan Surat Keterangan Penelitian

Demikian disampaikan kepada saudara untuk dimaklumi dan bahan seperlunya

An KEPALA KANTOR  
KASI IDPOL DAN WASBANG

MUHAMMAD GADAFI, SE, M.Si *Q*  
Pangkat Penata Tk I

19731209 200502 1 003

## Tembusan :

- 1 Bupati Bulukumba (sebagai laporan)
- 2 FKPD Kab Bulukumba
- 3 Ketua LP3M Unismuh di Makassar
- 4 Peninggal

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp 866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plava.com



mor : 1722/05/C.4-VIII/IX/42/2020

np : 1 (satu) Rangkap Proposal

l : Permohonan Izin Penelitian

Kepada Yth.

Bapak / Ibu Bupati Bulukumba

Cq. Ka. IP3 Balitbang Perpustakaan dan Kearsipan  
di -

Bulukumba

15 Safar 1442 H

02 October 2020 M

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 2953/FKIP/A.4-II/X/1442/2020 tanggal 1 Oktober 2020, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **EVI ARIANA**

No. Stambuk : **10535 11073 16**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"The Implementation of Sketch to Stretvh in Teaching Reading Comprehension at the Eighth Grade of SMPN 32 Bulukumba"**

Yang akan dilaksanakan dari tanggal 3 Oktober 2020 s/d 3 Desember 2020.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

**Dr. Ir. Abubakar Idhan, MP.**

**NBM 101 7716**



PEMERINTAH KABUPATEN BULUKUMBA  
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  
UPT SPF SMPN 32 BULUKUMBA

Alamat: Jin. Tokambang No. 258 Tanahlemo Kec. Bontobahari Telp. (0413) 2587498

**SURAT KETERANGAN**  
**NO: 77/421.3/SMP.32/XII/2020**

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 32 Bulukumba menerangkan bahwa saudara:

Nama : EVI ARIANA  
NIM : 105351107316  
Fakultas : Keguruan dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris

Benar yang bersangkutan telah melaksanakan penelitian di UPT SPF SMPN 32 Bulukumba, selama 31 hari terhitung sejak Tanggal 09 Oktober s/d 13 November 2020, dalam rangka penyusunan skripsi dengan judul *"The Implementation Of Sketch To Stretch In Teaching Reading Comprehension At The Eight Grade Of SMPN 32 Bulukumba"*

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Tanahlemo, 01 Desember 2020

Kepala UPT SPF SMPN 32 Bulukumba

UMAR, S.Ag.M.Pd.I

NIP.19691231 199802 010



## CURRICULUM VITAE



**EVI ARIANA** was born in Tanahberu on October, 24<sup>th</sup>, 1998. She is the second child in her family. She has one brother. Her father is Muh.Tasir and her mother is Mardianah H. She graduated her Elementary School in 2010 at SD Negeri 262 Tanahlemo. She continued her Junior High School at SMP Negeri 32 Bulukumba and graduated in 2013. Then her Senior High School at SMA Negeri 3 Bulukumba and graduated in 2016. Next she was accepted at Muhammadiyah University of Makassar as a student of English Education Department at 2016.

