



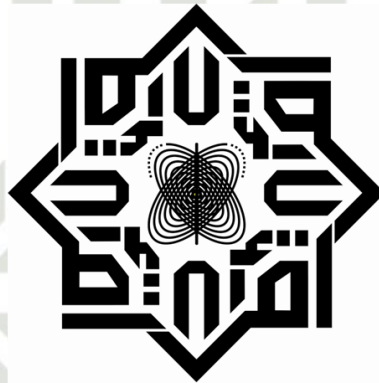
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**THE IMPLEMENTATION OF TEACHING ENGLISH BY USING  
SKETCH TO STRETCH STRATEGY ON STUDENTS' READING  
COMPREHENSION AT VOCATIONAL HIGH SCHOOL**

**ABDURRAB PEKANBARU**

**A THESIS**



**UIN SUSKA RIAU**

**BY**

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**FACULTY OF EDUCATION AND TEACHER TRAINING STATE  
ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

**PEKANBARU**

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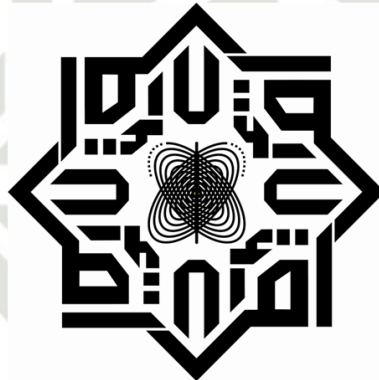
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**ABDURRAB PEKANBARU**

Thesis

Submitted in Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
(S.Pd.)



**UIN SUSKA RIAU**

By

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ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
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1442 H/2021 M**

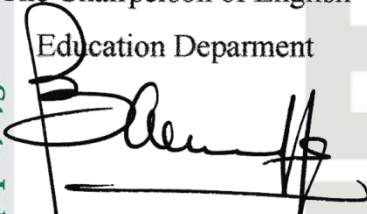
## SUPERVISOR APPROVAL

The thesis entitled *The Implementation Of Teaching English By Using Sketch To Stretch Strategy On Students' Reading Comprehension At Vocational High School Abdurrab Pekanbaru* that is written by Febri Ramadhan S.I.P.11314103650. It has been accepted and approved to be examined in the final examination by the supervisor and the chairperson of English Education Department to fulfill one of the requirements for getting undergraduate degree at the Faculty of Education and Teacher's Training of State Islamic University of Sultan Syarif Kasim Riau

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Alhamdulillahirobbil'alamin.* All praises belong to Allaah *Subhanahu wa'ta'ala*. The lord of the world and the creator of universe, by His guidance and blessing, the researcher have completed this thesis entitled: “*The Implementation Of Teaching English By Using Sketch To Stretch Strategy On Students’ Reading Comprehension At Vocational High School Abdurrab Pekanbaru*”. Then, May shalawat and salam always be presented to the last messenger of Allaah, Propher Muhammad ﷺ who has inspired and lightened many people up all around the world. The researcher dedicates this thesis to his beloved parents, Arifin (Alm) and Asniah and his brother Muhammad Finnia and Jaya Iskandar and his little sister Annisa Salsabila also his big family who have supported the researcher to accomplish this thesis. In finishing this thesis, the researcher got many valuable helps and advices from many people.

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Finally, the researcher realizes that this thesis is far from being perfect. Therefore, constructive criticisms and suggestions are needed in order to improve this thesis.

Pekanbaru, Rajab 5<sup>th</sup>, 1442 H  
February 17<sup>th</sup>, 2021 M

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## ABSTRACT

**Febri Ramadhan (2021): The Implementation of Teaching English By Using Sketch To Stretch Strategy On Students' Reading Comprehension at Vocational High School Abdurrah Pekanbaru**

This research had 3 formulations of the problem, they were is there any significant difference on students' reading comprehension pre-test mean score between experimental group and control group, is there any significant difference on students' reading comprehension post-test mean score between experimental group and control group, and is there any significant difference on students' reading comprehension pre-test and post-test mean score in experimental group. The research was administered at vocational high school abdurrah Pekanbaru. The subject of this research was the tenth grade students and the object of this research was using sketch to stretch strategy on students' reading comprehension. Meanwhile, the design of the research was a Quasy-Experimental research. The population of this research was all of the tenth grade students. The total number of population was 96 students. The researcher used cluster random sampling by taking two classes for sample; XA consisted of 32 students as an experimental class and XC consisted of 32 students as a control class. So the total number of the sample was 64 students. To analyze the data, the researcher adopted independent sample t-test and paired sample t-test by using SPSS 20 Software. After analysing the data, the researcher found that there is significant effect on students' reading comprehension. where  $t_{obtained}$  was 4.013. The  $t_{obtained}$  was higher than  $t_{table}$ ;  $2.04 \leq 4.013 \geq 2.75$ . If  $t_o \geq t_{table}$ , the null hypothesis ( $H_o$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Then, researcher found the effect size for the difference above was 86 %, therefore the researcher can conclude that there was a large effect obtained from students' reading comprehension of the tenth grade students at vocational high school abdurrah Pekanbaru.

**Keywords: Teaching Strategy, Implementation, Sketch To Stretch Strategy, Reading Comprehension**

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## ABSTRAK

### **Febri Ramadhan (2021) : Penerapan Pembelajaran Bahasa Inggris dengan Menggunakan Strategi Sketch to Stretch pada Pemahaman Bacaan Siswa di Sekolah Menengah Kejuruan Abdurrab Pekanbaru**

Penelitian ini mempunyai 3 formulasi permasalahan, yaitu apakah ada perbedaan yang signifikan pada nilai rata-rata pre-test pemahaman bacaan siswa antara grup eksperimen dan grup kontrol, apakah ada perbedaan yang signifikan pada nilai rata-rata post-test pemahaman bacaan siswa antara grup eksperimen dan grup kontrol dan apakah ada perbedaan yang signifikan pada nilai rata-rata pre-test dan post-test pemahaman bacaan siswa di grup eksperimen. Penelitian ini dilakukan di Sekolah Menengah Kejuruan Abdurrab Pekanbaru. Subjek dari penelitian ini adalah siswa kelas sepuluh dan objek dari penelitian ini adalah pengaruh penggunaan sketch to stretch strategy terhadap pemahaman bacaan siswa. Adapun jenis penelitiannya adalah *Quasi-Experiment*. Populasi dari penelitian ini adalah seluruh siswa kelas sepuluh. Keseluruhan jumlah dari populasi adalah 96 siswa. Peneliti menggunakan teknik *Cluster Random Sampling* dengan mengambil 2 kelas sebagai sampel; XA yang terdiri dari 32 orang siswa sebagai kelas eksperimen dan XC yang terdiri dari 32 orang siswa sebagai kelas kontrol. Jadi jumlah sampel dari kedua kelas adalah 64 orang siswa. Untuk menganalisisnya, penulis menggunakan *independent sample t-test* dan *paired sample t-test* dengan menggunakan software SPSS 20. Setelah menganalisa data, Penelit menemukan ada efek yang signifikan pada nilai rata-rata pemahaman bacaan siswa di grup eksperimen. Dimana  $t_{hitung}$  menunjukkan nilai 4.013.  $T_{hitung}$  lebih tinggi dari  $t_{tabel}$ ;  $2.04 \leq 4.013 \geq 2.75$ . Jika  $t_o \geq t_{tabel}$ , maka  $H_0$  ditolak dan alternative hipotesis ( $H_a$ ) diterima. Kemudian, peneliti menemukan besarnya pengaruh untuk perbedaan diatas sebesar .86%, oleh karena itu peneliti menyimpulkan bahwa ada pengaruh yang besar yang diperoleh dari pemahaman bacaan siswa kelas sepuluh di sekolah menengah kejuruan abdurrab Pekanbaru.

**Kata Kunci: Strategi Pembelajaran, Implementasi, Strategi Sketch To Stretch, Pemahaman Bacaan**

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## ملخص

فبري رمضان، (٢٠٢١): تطبيق تعلم اللغة الإنجليزية باستخدام استراتيجية الرسم التخطيطي للتمديد في فهم القراءة لدى التلاميذ في مدرسة عبد الرب الثانوية المهنية بكنبارو

يحتوي هذا البحث على ٣ مشكلات البحث، وهي هل هناك فرق كبير في متوسط درجات الاختبار القبلي من فهم القراءة لدى التلاميذ بين المجموعة التجريبية والمجموعة الضابطة، هل هناك فرق كبير في متوسط درجات الاختبار البعدي من فهم القراءة لدى التلاميذ بين المجموعة التجريبية والمجموعة الضابطة، هل هناك فرق كبير في متوسط درجات الاختبار القبلي والبعدي من فهم القراءة لدى التلاميذ بين المجموعة التجريبية والمجموعة الضابطة.

تم إجراء هذا البحث في مدرسة عبد الرب الثانوية المهنية بكنبارو. أفراد البحث تلاميذ الفصل العاشر، وموضوعه تأثير استخدام استراتيجية الرسم التخطيطي للتمديد على فهم القراءة لدى التلاميذ. نوع هذا البحث شبه تجريبي. والمجتمع جميع تلاميذ الفصل العاشر. إجمالي عدد المجتمع ٩٦ تلميذا. استخدم الباحث طريقة أخذ العينات العشوائية العنقودية من خلال أخذ فصلين كالعينة. يتكون الفصل ١٠-أ من ٣٢ تلميذا كفصل تجريبي، والفصل ١٠-ب يتكون من ٣٢ تلميذا كفصل ضابطي. فإن عدد العينة من الفصلين هو ٦٤ تلميذا. وللتحليل، استخدم الباحث عينة مستقلة لاختبار t والعينة المزدوجة لاختبار t باستخدام برنامج الحزم الإحصائية للعلوم الاجتماعية ٢٠.

وبعد تحليل البيانات، وجد الباحث أن هناك تأثيرا كبيرا على متوسط درجات فهم القراءة لدى التلاميذ في المجموعة التجريبية. حيث يظهر احساب قيمة  $t = 4.013$ . احساب أعلى جدول؛  $2.004 \leq 4.013 \leq 2.75$ . إذا كان  $t_0 \leq t$  جدول، فالفرضية البديلة مقبولة. ووجد الباحث أن حجم تأثير الفرق السابق هو هناك تأثيرا كبيرا تم الحصول عليه من فهم القراءة لدى تلاميذ المدرسة عبد الرب الثانوية المهنية بكنبارو.

لكلمات المفتاحية: استراتيجية التعلم، التنفيذ، الرسم التخطيطي لاستراتيجية التوسع، الفهم القرائي

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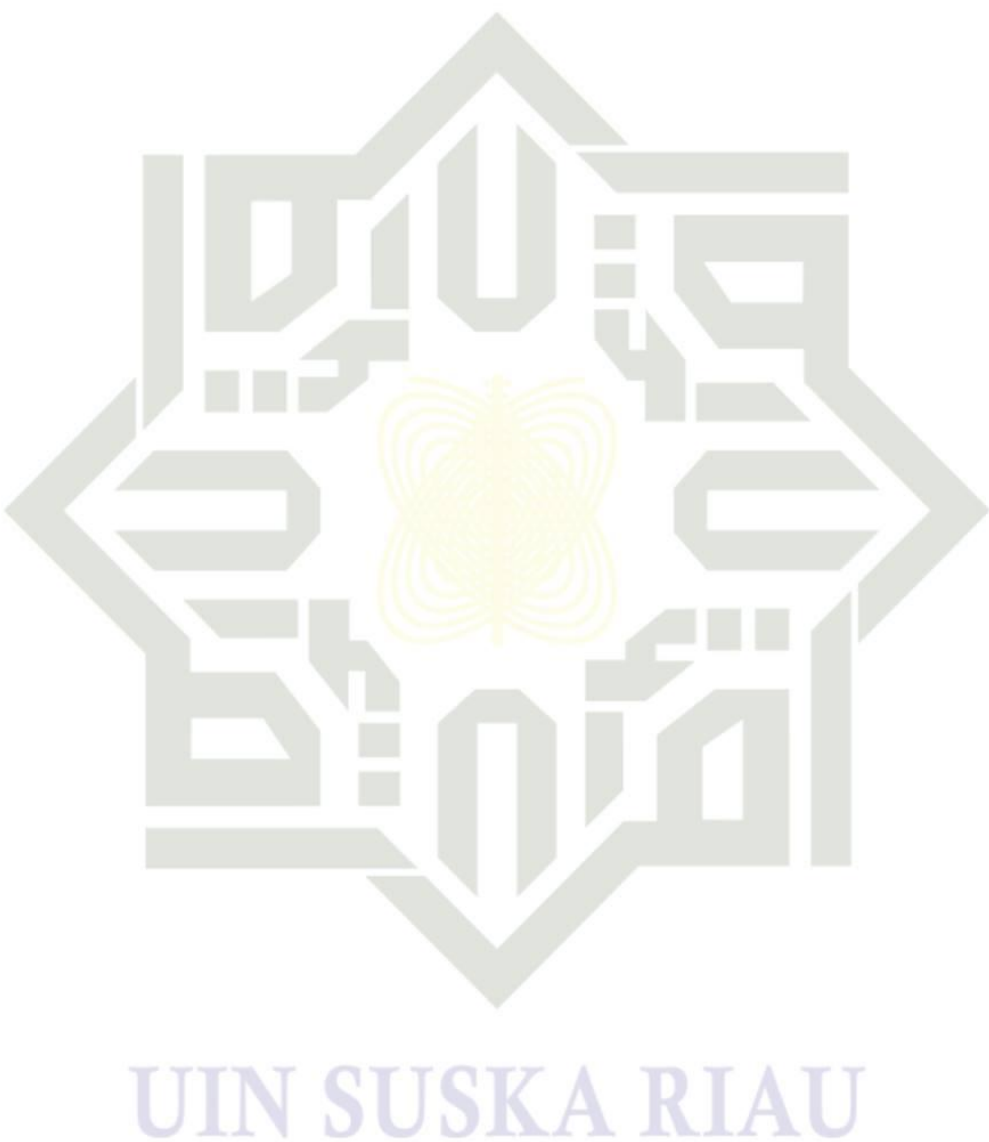
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Appendix 1 Recommendation Letter



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## CHAPTER I INTRODUCTION

### Background of the Problem

There are many languages in the world, which English is one of the several languages that has been used to communicate by many people. In Indonesia, English is one of school subjects that must be taught to the students for all skills, which are; listening, speaking, reading, and writing skills, from elementary school up to university level.

In reading, we read some texts in book and then we realize the text by our understanding. Reading is the key of knowledge, through reading the students acquire much information about something. In relation to the idea, Patel and Jainin Pratasya (2014: 1), Reading is the most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is keeping students regular in reading which provide them both pleasure and profit.

According Moreillon (2007: 10), Reading is an active process that requires a great deal of practice and skill. Set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode the printed words and also comprehend what we read.

Comprehension is the goal of reading. Accordance with, Bartram and Parry in Eryawati (2010: 1-90), state that many students who read in a foreign language think. Reading means understanding and translating every word. Good readers do not always try to understand every words and especially the first time

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they read for the comprehension. Readers filter understanding through the lens of their motivation, knowledge, cognitive abilities, and experiences. Effective readers have a purpose for reading, use their background knowledge and experiences to relate to the text.

In senior or vocational high school level, reading is one of the most important elements to be acquired in teaching and learning. In order to accomplish students' needs on reading, Curriculum 2013 provides reading as one of the skills in English mastery that must be taught and learned in the school. Based on explanation by Mr. Irham Siregar, S.Pd, M.Si, Vocational High School Abdurrab Pekanbaru is one of schools that also implies Curriculum 2013 as its guidance in teaching and learning process. In the syllabus, reading in English subject focuses on narrative text. Based on the syllabus of the tenth grade students, there are two competences that must be achieved by the students: those are standard competence and basic competence. The standard competence is understanding the meaning of paragraph/ short essay in form of narrative text interact with surrounding in daily context. Thus, the basic competence shows that students are able to reading aloud and understanding about the story in form of descriptive text to describe characteristic of things, places, and person.

In Vocational High School Abdurrab Pekanbaru, English was taught since the first year of English teaching period. English was taught twice a week with time duration about 45 minutes and minimum passing grade of Vocational High School Abdurrab Pekanbaru in English subject was 75. That minimum students' passing grade is also applied for all skills, such as listening, speaking, writing, and

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reading. The common assessment for measuring the students' reading comprehension are true or false questions, multiple choice questions, essay form and fill in the blanks. Thus, the scoring rubric for assessing the students' reading comprehension can be seen as follows:

**Table I. 1**  
**Score Rubric**

Score	Mark	Description
80-100	A	The students can identify specific information, main idea, generic structure, language feature, and reference very clearly
70-79	B	The students can identify specific information, main idea, generic structure, language feature, and reference clearly.
60-69	C	The students have limited understanding to identify specific information, main idea, generic structure, language feature, and reference.
50-59	D	The students have little understanding to identify specific information, main idea, generic structure, language feature, and reference.
<40	E	The students have no understanding to identify specific information, main idea, generic structure, language feature, and reference.

Based on preliminary observation in the class, on August 2019 by the researcher at Vocational High School Abdurrahman Pekanbaru, which were; 1) the students had some difficulties and problems to understand about texts, especially narrative text, because they were difficult to understand the meaning and main idea of the text. 2) the students had the problems because they seldom open the dictionary to find the words that makes them all confused. 3) the students seldom read the passage or book, 4) the students were difficult to remember the word that they learnt in the class. Therefore, some of the students were not able to identify information or knowledge needed. Their reading comprehension was less than expectation that the teachers want from curriculum. Even more, the teacher taught

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by many strategies to help the students. As Hasibuan and Ansyari (2007: 2) said learners of Senior High School Students are able to access knowledge with the medium English language. In addition, Ann (2001: 27), reading also relies on the reader's ability to predict words in a text using knowledge about language such as sentence structure, word meanings and the meaning of the text.

Based on the researcher's observation to the students of Vocational High School Abdurrah Pekanbaru, the researcher found several problems. It can be seen from the following:

1. Some of the students could not identify the specific information of the text.
2. Some of the students could not answer the questions of reading text.
3. Some of students could not find out main idea in reading narrative text.
4. Some of the students could not identify the generic structure of narrative text.
5. Some of the students are still confused about language features of the text

Based on the problem above, the students' reading comprehension in narrative text needs an appropriate strategy to overcome their problems, that can make them passed in the criteria of students' minimum passing grade. Furthermore, there is a strategy that can help students' comprehension in reading; it is sketch to stretch strategy. Pantaleo (2005), said that Sketch to Stretch Strategy is considered particularly effective because students can mediate between language and art as they create a sketch of meaning of the book. Sketch to Stretch is a visualizing strategy which engages the readers to form mental images while reading a text. It is a reading strategy that teaches readers to interpret texts through drawing. It is can be used in narrative and descriptive text. In using this strategy,

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the students draw quick sketches related to the text given in order to stretch their thinking and understanding of the concepts of the texts. By using the Sketch to Stretch Strategy, students are evoked to enjoy the story more and gain comprehension deeply in reading. Then, Blachowicz (2008:151) states that, Sketch to Stretch Strategy is a small group drawing activity. It means that, after reading the same story, each student draws a single image of the theme or central message of the story. From those explanations, the researcher can conclude that Sketch to Stretch Strategy is suitable to teach in reading comprehension.

Based on the problems above, it is interested in applying sketch to stretch strategy on students' reading comprehension and will make the teaching learning process more effective. According to the preceding statement, the topic would be discussed is, **The Implementation of Teaching English by Using Sketch to Stretch Strategy on Students' Reading Comprehension at Vocational High School Abdurrah Pekanbaru.**

## B. The Problem

### 1. The Identification of the Problem

Based on the explanation above, the researcher identifies the problem as follows:

- a. Why are some of the students unable to identify the specific information of the text?
- b. Why are some of the students unable to answer the questions of reading text?

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- c. How are some of students unable to find out main idea in reading narrative text?
- d. How are some of the students unable to identify the generic structure of narrative text?
- e. Why are some of the students still confused about language feature of narrative text?

**2. The Limitation of the Problem**

In line with the identification of the problems, the researcher needs to limit the problems of this research. The researcher only focuses on students' difficulties to gain the information of the text and teachers's strategy used. To overcome this problems, the researcher uses Sketch to Stretch Strategy.

**3. The Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulates the problem as follows:

- a. How is the students' reading comprehension in descriptive text, which is taught by using sketch to stretch strategy?
- b. How is the students' reading comprehension in descriptive text, which is taught without using sketch to stretch strategy?
- c. Is there any significant difference between students' reading comprehension in narrative text, which is taught by using sketch to stretch strategy and without using sketch to stretch strategy of the first grade students at Vocational High School Abdurrab Pekanbaru?



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## The Objective and Significance of the Research

### 1. The Objectives of the Research

- a. To find out the students' reading comprehension in narrative text, which is taught by using sketch to stretch strategy.
- b. To find out the students' reading comprehension in narrative text, which is taught without using sketch to stretch strategy.
- c. To find out if there is significant difference between students' reading comprehension in narrative text, which is taught by using sketch to stretch strategy and without using sketch to stretch strategy of the first grade students at Vocational High School Abdurrab Pekanbaru.

### 2. The Significance of the Research

Related to the objectives of the research, the significance of this research is presented as follows:

- a. Hopefully this research is able to benefit the researcher as a novice researcher, especially in learning how to conduct of this research.
- b. These research findings are also hopefully, useful and valuable, especially for students and the teachers to be considerations in their teaching and learning process in the future.
- c. Besides, these research findings are also expected to be positive information especially, for these who are concerned in the world of teaching and learning English.

Finally, these research findings are also expected to be the practical and theoretical information to the development of theories on language teaching.



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## The Definition of the Terms

In order to avoid misunderstanding and misinterpretation about some terms used in this paper, the researcher defines them as follows:

### 1. Sketch to Stretch Strategy

Tompkins (2008: 126), says Sketch to Stretch Strategy is a visual activity that move students beyond literal comprehension of a study they are reading to think more deeply about the character, theme and other elements of story structure and the author's craft. In this strategy, the students focus on the meaning of the story, not on one favorite part. Students should focus on the main idea of the story and what the story is trying to convey.

### 2. Reading comprehension

According to Paris and Stahl (2005:134), say that Reading comprehension is the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge. The teacher must be able to guide, motivated, and help students develop a love for the "world of imagination" as well as for the learning through text that can happen only when they truly comprehend what they read. Accordance with it, the teacher can choose a good technique and strategy which are suitable with the lesson.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Frame Work

##### 1. Nature of Reading Comprehension

Reading is not only the process in which the reader reads the words, sentences or the text but also by reading the reader intends to get something from the reading materials. In addition, Reading is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought. Bennette (1997:23)

This skill needs more attention from students, because in reading the students must have good comprehension with the text to get the meaning from the text. The purpose of reading is to connect the ideas on the page to what the reader already knows. By reading the students can get information what they want to know.

According to Hasibuan and Ansyari (2007: 114), reading is interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs, that encode meaning. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic competence, discourse competence, sociolinguistic competence and strategic competence. To read a text we must decode what the text literally says but at the same time we must bring our knowledge to the text to determine what the text actually means to us.



Furthermore, Dorn and Soffos (2005: 1) said, comprehension is a cognitive process that we must move beyond teaching discrete skills to creating problem-solving conditions that will prompt learners to process information at deeper levels. Comprehension is also a constructive process, personalized by the ideas and thoughts of the individual reader. That is why reading is closely related to comprehension, because they both have a certain process.

Then, according to Anderson in Linse and Nunan (2005: 69-94), the aim of reading is comprehension. Some individual equate decoding with reading. Just because a learner knows how to pronounce written words correctly, does not mean that they can read.

In addition, Idham (2014: 87-88), reading comprehension is the application of a skill that involved for other purposes (listening or oral comprehension) to a new form of input (text). So reading comprehension is how the reader can guided the text that they read with their understanding as they think in their mind.

Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to innappropriate materials. Chesla (2009: 17) There are eight factors that may influence the comprehension. They are as follows:

- a. Limited of vocabulary knowledge. Studies have confi rmed that reading comprehension is closely related to a student's level of spoken language competence.

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- b. Lack of fluency. There appears to be an optimum rate of fluency in reading that allows for accurate processing of information.
- c. Lack of familiarity with the subject matter. It is much easier to read with understanding if the reader already possesses some prior knowledge of the topic.
- d. Difficulty level of the text (readability). The difficulty level of text is a major factor influencing whether or not material can be read with understanding.
- e. Inadequate use of effective reading strategies. Unlike skilled readers, weaker readers do not approach the interpretation of text strategically.
- f. Weak verbal reasoning. The ability to understand text, and particularly to go beyond the words on the page in order to make relevant connections among facts and to critique the ideas, reflects the operation of verbal reasoning.
- g. Problems with processing information. In order to maintain the meaning of text as the sentences and paragraphs accumulate, a reader has to be able to keep relevant information within working memory and make necessary connections between ideas.
- h. Problems in recalling information after reading. Recall is dependent partly upon factors such as vividness and relevance of the information in the text; but it is also dependent upon a student giving adequate attention to the reading task and knowing that it is important to remember details.



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According to Chesla (2001: 1-10), there are four basic reading comprehension skills:

- a. How to be an active reader
- b. How to find the main idea of a passage
- c. How to figure out what words mean without a dictionary
- d. How to tell the difference between fact and opinion

Regarding with, the basic reading comprehension is some basic way where the reader can acquire the information that they find in the text.

Tankersley (2005: 91) In reading comprehension, there are five lessons that follow cover the basics of reading comprehension. By the end of this section, you should be able to;

- a. find the basic facts in a passage.
- b. Determine the main idea of a passage.
- c. Determine the meaning of unfamiliar words from context.
- d. Distinguish between fact and opinion

In additional, Dorn and Soffos (2005: 12) state that, there are some important concepts regarding reading comprehension, they are:

- a. The mind is structured to construct meaning-to resolve conflict and restore order.
- b. The goal of all reading is to develop deep (reflective) comprehension.

Based on the above explanation, the researcher and the reader know about the concept, which is related to reading comprehension and have to



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Understand is about aspect too. Aspect is something that must we know before we reading and understand the context in the learning process in reading.

The best strategy for determining the identity of meaning of an unfamiliar word is to work out what it is from context as we shall see, this happens very quickly. An equally good way in different circumstances is simply to ask someone what it is. Often we do not have to ask. A very poor strategy is to try to sound it out.

According to Duke and Pearson (2002:1-27), on the process of reading comprehension is grounded in studies of good readers, they are:

- a. Good readers are active readers.
  - b. From the outset they have clear goals in mind for their reading
  - c. Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goals.
- As they read, good readers frequently make predictions about what is to come.
- They read selectively, continually making decisions about their reading— what to read carefully, what to read quickly, what not to read, what to reread, and so on.
- Good readers construct, revise, and question the meanings they make as they read.
- Good readers try to determine the meaning of unfamiliar words and concepts in the text, and they deal with inconsistencies or gaps as needed.



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They evaluate the text's quality and value, and react to the text in a range of ways, both intellectually and emotionally.

Good readers read different kinds of text differently.

Based on explanation above, that process can be conclude that reading is an activity which needs more thinking, process and thinking process to develop the ideas gaining the infomation of the text and we can say that we know a great deal about what good readers do when they read and that process reading comprehension is important to learn so that we can get many thing that we can find from it.

## 2. Teaching Reading

Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. Teaching reading is a process of tranfering knowledge from the teachers to the students, can be in the class, out of class, or somewhere. Teaching students how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process.

According to Irwin in Harris and Graham (2007: 8-12), there are five reading processes that should be considered by the teacher, they are:

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**a. Micro Processes**

Microprocessing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary. The reader must decide which chunks of text or which details are important to remember. When reading only one sentence, it is relatively easy to recall details, but remembering becomes more difficult after reading a long passage.

**b. Integrative Process**

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Subskills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence.

**c. Macro Processes**

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (i.e., subconsciously or consciously) select the most important information to remember and delete relatively less important details.



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d. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author.

e. Metacognitive Processes

The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

In conclusion, all of the processes will help the students in teaching English, especially in reading, then, will help the students to understand in part of the text that they are read as suitable as teacher's explanation, and last is the reader will be more easily to understand what the real meaning, because they already know some processes of teaching reading.

### 3. Assessing Reading

Assessing reading is not as hard as a productive skill like speaking and writing, because in reading the teachers can assess the students' reading ability by using multiple choice, short answer, fill in the blank, and so on to know their ability.

In other ways, Brown (2003: 189-190) divides the reading performance into several types, they are:

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#### Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

#### Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse feature of language within a very short stretch of language.

#### Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text.

#### d. Extensive

Extensive reading, applies to texts of more than a page, up to and including professional article, essays, technical reports, short stories, and books.

Furthermore, the researcher can conclude that reading has four types that must the teacher and students learn. It purpose to know and to understand each types. If the students know all of types above, the students can read clearly and know what types of text that their read.

#### 4. The Purpose of Reading

According to Linse and Nunan (2005: 68-94), There are two main reasons that people read, they are:



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#### a. Reading for pleasure

Think about how much fun it is to read or listen to a good story.

Stories provide enjoyment for readers of all ages.

#### b. Reading for information

It can be as simple as reading this research and the reader can get the information.

Then, Idham (2014: 122) said, the following skills are classified according to the purpose of reader, they are reading to find main idea and to answer the question.

#### c. Reading to find the main idea

According to Dallmann, et al in Idham (2014: 122), that might be used to help the students to find the main idea of a passage:

- 1) Matching a series of pictures with the paragraphs they illustrate
- 2) Stating the main idea of a selection
- 3) The from a list selecting the best expresses the main idea of paragraph
- 4) Following direction, such as: find the sentences that give the main idea of the article, draw a line under the words in the second paragraph that give the topic of the paragraph, draw a line under the words that best describe the character discussed in the selection
- 5) Skimming a series or a group of trade books decided which one to read, either for pleasure or some purpose
- 6) Matching a picture that illustrates a main idea with a paragraph that it illustrates
- 7) Locating topic sentence in paragraphs that contain topic sentences.



Reading to answer the question

The following activities might be also to be used to develop learner's skill in answering question. These are:

- 1) Reading to answer question stated by the teacher
- 2) Indicating which of a series of questions listed by the teacher are likely to be answered in a given selection and then checking the responses after reading the selection
- 3) Starting questions the reader would expect to find answered in a given selection and then checking the responses after reading the selection
- 4) Indicating which of a series of question that may possibly be answered in a given selection are formulated clearly, and rewording those that are not.

In addition, Hurford, Heasley and Smith (2007: 26), one of the purpose of the reading is for a reference. Reference is any expression used an utterance to refer to something or someone (or a clearly delimited collection of things or people). In addition, reference is a speaker indicates which things in the world (including persons) are being talked about. In fact, there is very constancy of reference in language. In everyday discourse almost all of the fixing of reference comes from the context in reference. At first, sight the notion of reference as a relation between expression used in utterance and people and object in the world seems straightforward enough. But stating simple generalization about when ab

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expression is actually a referring expression and when it is not, is, to say the least, difficult.

In short, the following skills are classified according to the purpose of the reader. Study the discussion of each classification carefully. Reading can not be separated with comprehension, because if the reader want to understand about the information, the reader must read.

### 5. Nature of Sketch to Stretch Strategy

Strategy is an important thing in teaching and learning process, especially in reading. Actually, strategy is a tool which can be used to help the students easier in teaching learning process. There are many strategies in teaching reading, one of them is Sketch to Stretch Strategy.

According to Brunner (2011:86) defines that Sketch to Stretch Strategy is a strategy that supports visual imaging of text. This strategy can encourage students' creativity and interpretation toward the text. in addition, Pantaleo (2005), said that Sketch to Stretch Strategy is considered particularly effective because students tranmediate between language and art as they create a sketch of meaning of the book. Sketch to Stretch is a visualizing strategy which engages the readers to form mental images while reading a text. It is a reading strategy that teaches readers to interpret texts through drawing. In using this strategy, the students draw quick sketches related to the text given in order to stretch their thinking and understanding of the concepts of the texts. By using the Sketch to Stretch Strategy, students are evoked to enjoy the story more and gain comprehension deeply in reading.

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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.

## 6. Procedures of Sketch to Stretch Strategy

There are ten procedures of Sketch to Stretch Strategy that proposed by Brunner (2011:86), there were mentioned as follow:

- 1) Activate background knowledge of the students
- 2) Introduces the process of Sketch to Stretch Strategy
- 3) Tells students that the purpose of reading the material is to understand and visualize the text related to important information, events, or scenes from the reading
- 4) Chooses a section of text to read for students.
- 5) Explain that they should listen carefully while teachers read and try to visualize what they hear by making a picture in their minds.
- 6) Asks students to make a sketch in their graphic organizer.
- 7) Distribute the Sketch to Stretch graphic organizer. This Sketch to Stretch graphic organizer consist of two boxes (the first box is filled by students to make a picture based on students' visualization in their minds before they get reading text. The last box is filled by students to make a picture after they have read a reading text).

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- 8) Read one section of the selection aloud and ask students to sketch what they have visualized in the first box of the organizer.
- 9) Asks students retell the story based on the picture with their own words individually
- 10) Distribute copies of the text for students to read and advise them to revise their drawings by adding any details they have gleaned from reading the text and then identify the difficult word.
- 11) Ask students to pair off and talk about their sketches. Teacher and students in each group/pairs will compare students' explanation about their sketch.
- 12) Teacher and students together discuss about the important information to remember from the text they listened to and read.

Teacher asks students to summarize the important information in the box next to the picture.

**B. Relevant Research**

According to Syafi'i (2014: 102), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. Relevant research is intended to avoid plagiarism toward the design and findings of the previous researchers. These are relevant research which have relevancy to this research.

Sketch to Stretch was first researched by Siegel in 1984, then was developed by Harste, Short and Burke in 1988. (Berghoff, et.al, 2000, p.16-17) Furthermore, Pantaleo, S. (2005) in her reserch journal quoted that Sketch to Stretch is considered "particularly effective because students transmediate



between language and art as they create a sketch of the meaning of the book". Supported by Risnelliza (2013) sketch to stretch goals is to encourage the students to think about they have already known about the text, after that, they illustrate their thinking to the picture or sketch.

Sayang et al. (2014) found that the eight grade students of SMP N 2 Pontianak can easily comprehend and answer the task related to the texts. Therefore it was interesting to conduct a research about the effectiveness of teaching reading comprehension by using sketch to stretch strategy. Similarly, McBride (2013), he found students fail to comprehend a text, its main idea, or the author's intentions, only that they experience difficulty with expressing their understanding using traditional means in University of Western Ontario. His research examines the use of sketch-to-stretch, a visual text strategy that invites students to respond to text with art, as an alternative form of assessment with reluctant researchers.

Then, Cummings (2015) found that strategy is a rich field for frameworks. Based on his research In Victoria University of Wellington, He argues that a key to greater engagement, and therefore to more effective strategies, lies in embracing the act. Wahyuni (2013), added that the second grade of MAN 2 Model Pekanbaru are still had problems in reading comprehension especially in narrative text. Like; some students get difficulties in identifying the general information, some students get difficulties in identifying the main idea of each paragraph, etc. This research was conducted with objective: To find out the students' reading comprehension in narrative text that is taught by using sketch to stretch strategy.

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Based on the analysis the data, she got the result that there was significant effect of using Sketch to stretch strategy towards reading comprehension in narrative text.

Furthermore, Sunanda (2013) states in his research that 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. In line with this Dwilkhaira (2014), the researcher concluded that Sketch to Stretch strategy is an effective strategy to improve students' thinking ability. This strategy will make the students understand about the text by create an image of the text. Sketch to stretch strategy also has three process to make students comprehend with the text, there are; first, reading; next, visualizing the main idea; last, create an image of the text.

Ramadia (2013) conduct a rearch at the eleventh grade of senior high school and state sketch to stretch strategy assists students to develop their own understanding of information provided in a text by listening for details. It provides students with an alternative way to record information and present it as individual creative response. An alternative approach for this activity could be for students to predict what will happen next in the story through drawing sketch at intervals in the reading and then comparing their prediction with the actual events. In addition, Dwilkhaira (2014) says that the advantage of Sketch to Stretch strategy

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is helps students better understand the story elements and their connections; it puts emphasis on students' ideas and feelings, not on their artistic abilities. By using this strategy, the students will easy to understand the story. Also Yerniati (2014) argues Sketch to Stretch is strategy that assists students to develop their own understanding of information provided in a text by listening for details. So, this strategy is an alternative approach for this activity could be for students to predict what will happen next in the story through drawing sketch at intervals in the reading and then comparing their prediction with the actual events.

### C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in the research. As mention by Syafi'i (2014:103) the variables investigated should be clearly and operationally defined into simple words, so that they can be easily measured and evaluated through the ways of treatments and assessments applied by the researcher. In carrying this research, it is necessary to clarify the variable used in analyzing the data. There are two variables, variable X and Y. Variable X is sketch to stretch strategy, variable Y is students' reading comprehension.

To measure each variable X (sketch to stretch), the researcher identifies them into some indicators as follows:

1. The teacher activates background knowledge of the students
2. The teacher introduces the process of Sketch to Stretch Strategy

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3. The teacher tells students that the purpose of reading the material is to understand and visualize the text related to important information, events, or scenes from the reading.
  4. The teacher chooses a section of text to read for students.
  5. The teacher explains that they should listen carefully while teachers read and try to visualize what they hear by making a picture in their minds.
  6. The teacher asks students to make a sketch in their graphic organizer.
  7. The teacher distributes the Sketch to Stretch graphic organizer. This Sketch to Stretch graphic organizer consist of two boxes (the first box is filled by students to make a picture based on students' visualization in their minds before they get reading text. The last box is filled by students to make a picture after they have read a reading text).
  8. The teachers reads one section of the selection aloud and ask students to sketch what they have visualized in the first box of the organizer.
  9. The teacher asks students to retell the story based on the picture with their own words individually.
  10. The teacher distributes copies of the text for students to read and advise them to revise their drawings by adding any details they have gleaned from reading the text and then identify the difficult word.
  11. The teacher asks students to pair off and talk about their sketches. Teacher and students in each group/pairs will compare students' explanation about their sketch.
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12 Teacher and students together discuss about the important information to remember from the text they listened to and read.

13 Teacher asks students to summarize the important information in the box next to the picture.

The indicators of Variable Y (students' reading comprehension):

- a. The students are able to identify the specific information of the text.
- b. The students' are able to find out main idea in the reading text.
- c. The students' are able to identify the generic structure of the text.
- d. The students' are able to identify language feature of the text.
- e. The students' are able to identify the reference of the reading text.

**D. Assumption and Hypothesis**

**1. Assumption**

In this research, the researcher assumes that the students who are treated with sketch to stretch strategy achieve better reading comprehension than those who are not treated by sketch to stretch strategy, so the better sketch to stretch strategy is applied, the better students' reading comprehension will be.

**2. Hypothesis**

Based on the assumption above, the hypothesis of this research can be formulated as follows:

$H_0$ : There is no significant difference on students' reading comprehension pre-test mean score between experimental class and control class by using sketch to stretch strategy.

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$H_{a1}$ : There is a significant difference on students' reading comprehension pre-test mean score between experimental class and control class by using sketch to stretch strategy.

$H_{o2}$ : There is no significant difference on students' reading comprehension post-test mean score between experimental class and control class by using sketch to stretch strategy.

$H_{a2}$ : There is a significant difference on students' reading comprehension post-test mean score between experimental class and control class by using sketch to stretch strategy.

$H_{o3}$ : There is no significant difference between pre-test and post-test on students' reading comprehension using sketch to stretch strategy in the experimental group at vocational high school Abdurrah Pekanbaru.

$H_{a3}$ : There is significant difference between pre-test and post-test on students' reading comprehension using sketch to stretch strategy in the experimental group at vocational high school Abdurrah Pekanbaru.





## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The researcher uses a Quasi Experimental design. It is pre test – post test non equivalent group design. Pre-test is administrated to see the student capability before dividing into experiment and control groups. After that, the researcher gives a treatment to the experimental group to investigate the effect of using Sketch to Stretch Strategy on students' reading comprehension and non-treatment of Sketch to Stretch Strategy for control group.

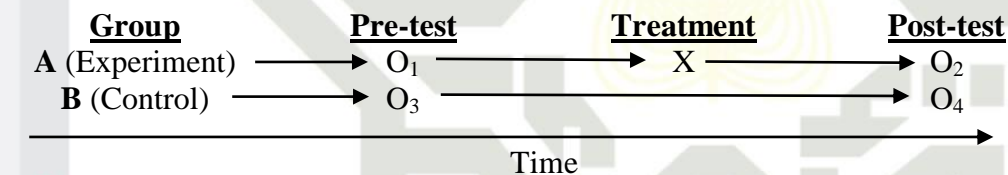
According to Creswell (2012: 626) Quasi-experiments are experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment. Because of educators often use intact groups (schools, colleges or school districts) in experiments, quasi-experimental designs are frequently used. Creswell (2012: 309-311) stated that many experimental situations occur in which researchers need to use intact groups. This might happen because of the availability of the participants or because the setting prohibits forming artificial groups. Millan and Schumacher (2006: 24) promoted that the non-equivalent group design involves random assignment of intact groups to treatments, not random assignment of individuals.

The research is carried out at the tenth grade of Vocational High School Abdurrah Pekanbaru as participants of the research. The researcher does not take

an excellent class because each class has similar capability and homogeneity before conducting a treatment.

In conducting the research, two classes of the first grade students of vocational high school Abdurrah Pekanbaru will involved. The first class is chosen as the experimental class and the second class is chosen as a control class. The researcher administrated post test to the experimental class and control class. It was used to prove that students' reading comprehension after treatment would increase. The treatment was done for six times with the same models of study. Finally, According to Millan and Schumacher (2006: 274) the researcher wanted to show the design of the research as follows:

**Table III.1**  
**Non-equivalent Group Design**



- O<sub>1</sub> Pre-test for experimental group
- O<sub>2</sub> Post-test for experimental group
- X Treatments
- O<sub>3</sub> Pre-test for control group
- O<sub>4</sub> Post-test for control group

**B. Time and Location of the Research**

Location of this research is at Vocational High School Abdurrah Pekanbaru. This school located on Delima St. The duration of time to conduct of this research is within one months starting August to October, 2019.

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## Subject and Object of the Research

Subject of the research is the students and the teachers of vocational high school Abdurrab Pekanbaru, in the academic year of 2019/2020. The object of the research was students' reading comprehension by using Sketch to Stretch Strategy.

## D. Population and Sample of the Research

### 1. Population

The total number of the Students at Vocational High School Abdurrab Pekanbaru is 331. The population of this research is the first grade students at Vocational High School Abdurrab Pekanbaru. The total number of them was 96 students. The students are divided into 3 classes and each class have 32 students. The population was large enough.

**Table III.2**  
**The Total of the Students at Vocational High School Abdurrab Pekanbaru**

No	Class	Male	Female	Students
1	X A	5	27	32
2	X B	7	25	32
3	X C	6	26	32
4	XI A	5	31	36
5	XI B	4	30	34
6	XI C	5	28	33
7	XI D	4	29	33
8	XII A	5	28	33
9	XII B	4	29	33
10	XII C	5	28	33
	<b>Total</b>	<b>50</b>	<b>282</b>	<b>331</b>

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## 2. Sample

The sample of this study used cluster random sampling. Gay (200: 12) states cluster sampling randomly selects groups not individual. All the members of selected groups have similar characteristics. Researcher prepared cards for each class and mixed them, the researcher took two cards randomly as sample of research. It is XA for experimental class and XC for control class.

**Table III.3**  
**The Total Sample of Students at Vocational High School Abdurrab Pekanbaru**

No.	Class	Students
1	XA	32
2	XC	32
Total		64

## E. The Technique of Collecting Data

In the research, the researcher used test to collect the data (pre-test and post-test). Both of these were given to the experimental and control class. The type of the test was multiple choice test. The test was consisted of 20 items. The test was done twice, the first was pre-test given before treatment and the second was post-test given after treatment intended to obtain the reading comprehension of the students at Vocational High School Abdurrab Pekanbaru.

After the students did the test, the researcher then took the total score of the result of the reading comprehension test. Arikunto (2013: 45), states that the classification of the students' score can be seen below:

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**Table III.4**  
**The Clasification of Students' Score**

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

### 1. Validity

Before the test were given to the sample of this research, both of the test were tried out to the students out of the sample of students in Vocational High School Abdurrab Pekanbaru. The purpose of the try out was to obtain validity and reliability of the test. Hughtest (2003: 26) states that the test is to be valid if it measures accurately what it is intended of measure.

In short, This test would be successful if the data obtained is accurate.

For the value of its validity and reliability will also can be obtained based on a formula that we choose and we look for suitable with the provision of formula.

Creswell (2012: 159) defined that validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure). It means that validity to measure that indicates the level of validity of a test and demonstrate the level of validity of an instrument. The formula of item difficulty is as follows:

$$P = \frac{B}{JS}$$

Where,

- P : Index of difficulty or facility value
- B : The number of correct answers
- JS : The number of students or respondents

The difficulty level of an item showed how easy or difficult a particular item in a test. The items that did not reach the standard level of difficulty were excluding from the test and they were change with new items that were appropriate.

The formula above was used to find out easy or difficult test items that writer gave s to the respondent. The standard level of difficulty is  $< 0.30$  and  $> 0.70$  and can be seen in the Table III.5 below:

**Table III.5**  
**Index Difficulty Level of Instrument**

Proportion Correct (P)	Item Category
$P > 0.70$	Easy
$0.30 \leq P \leq 0.70$	Average
$P < 0.30$	Difficult

Then the proportion correct answer is represented by “P”, whereas the proportion incorrect answer is represented by “Q”. For easy to understand can be seen in the following table III.6:

**Table III.6**  
**The students are able to identify the specific information of the text**

Variable	Gaining the Information					N
	Item number	2	7	15	16	
Correct	19	18	20	14	20	
P	0.59	0.56	0.63	0.44	0.63	
Q	0.41	0.44	0.38	0.56	0.38	

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Base on the table III.6, it was found that the proportion of correct answer for item number 3 showed the propotion of correct 0.59, item number 8 showed the proportion of correct 0.56, item number 12 showed the proportion of correct 0.63, item number 18 showed the proportion of correct 0.44, item number 23 showed the proportion 0.63. Based on the standard level of difficulty “P” < 0.30 and > 0.70, it was pointed out that all of the items for identify the specific information were accepted.

**Table III.7**  
**The students are able to find out the main idea of the text**

Variable	Gaining the Information					N
	1	6	11	17	25	
Item number						32
Correct	21	19	19	21	19	
P	0.66	0.59	0.59	0.66	0.59	
Q	0.34	0.41	0.41	0.34	0.41	

Base on the table III.7, it was found that the proportion of correct answer for item number 1 showed the propotion of correct 0.66, item number 6 showed the proportion of correct 0.59, item number 11 showed the proportion of correct 0.59, item number 17 showed the proportion of correct 0.66, item number 25 showed the proportion 0.59. Based on the standard level of difficulty “P” < 0.30 and > 0.70, it was pointed out that all of the items to find out the main idea were accepted.

**Table III.8**  
**The students are able to identify the generic structure of the text**

Variable	Gaining the Information					N
	5	10	13	20	21	
Item number						32
Correct	18	22	19	21	21	
P	0.56	0.69	0.59	0.66	0.66	
Q	0.44	0.31	0.41	0.34	0.34	

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Based on the table III.7, it was found that the proportion of correct answer for item number 5 showed the propotion of correct 0.56, item number 10 showed the proportion of correct 0.69, item number 13 showed the proportion of correct 0.59, item number 20 showed the proportion of correct 0.66, item number 21 showed the proportion 0.66. Based on the standard level of difficulty “P” < 0.30 and > 0.70, it was pointed out that all of the items for identify the generic structure were accepted.

**Table III.9**  
**The students are able to identify language feature of the text**

Variable	Gaining the Information					N
Item number	2	7	15	16	22	32
Correct	22	19	19	18	20	
P	0.69	0.59	0.59	0.56	0.63	
Q	0.31	0.41	0.41	0.44	0.38	

Base on the table III.9, it was found that the proportion of correct answer for item number 2 showed the propotion of correct 0.69, item number 7 showed the proportion of correct 0.59, item number 15 showed the proportion of correct 0.59, item number 16 showed the proportion of correct 0.56, item number 22 showed the proportion 0.63. Based on the standard level of difficulty “P” < 0.30 and > 0.70, it was pointed out that all of the items for identify language feature were accepted.

**Table III.10**  
**The students are able to identify the reference of the text**

Variable	Gaining the Information					N
Item number	4	9	14	19	24	32
Correct	21	21	21	20	17	
P	0.66	0.66	0.66	0.63	0.53	
Q	0.34	0.34	0.34	0.38	0.47	



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Based on the table III.10, it was found that the proportion of correct answer for item number 4 showed the propotion of correct 0.66, item number 9 showed the proportion of correct 0.66, item number 14 showed the proportion of correct 0.66, item number 19 showed the proportion of correct 0.63, item number 24 showed the proportion 0.53. Based on the standard level of difficulty “P” < 0.30 and > 0.70, it was pointed out that all of the items for identify the part of speech of the words (noun, verb, adjective).

**2. Reliability**

According to Brown (2003: 20), a reliability test is consistent and dependable. It means the test should be similar result when the gester give the same test to the same respondents on two different occasions.

In short, reliability test show that similarity measurement results or observations when the facts or the reality was measured or observed many – times in different times, the tools and how to measure or observe equally important role in the same time.

**Table. III.11  
The Level of Reliability**

No	Reliability	Level of Reliability
1	0.0 – 0.20	Low
2	0.21 – 0.40	Sufficient
3	0.41 – 0.70	High
4	0.71 – 1.0	Very high

Then Arikunto (2012: 115) states to obtain the reliability of the test, it must be known the Mean and Standard Deviation of the Test. So, the researcher used the KR-20 formula as follows:

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$$r_i = \left( \frac{k}{k-1} \right) \left( \frac{s^2 - \sum pq}{s^2} \right)$$

Where,

- $r_i$  : Instrument reliability
- $k$  : Number of Items
- $s^2$  : Variance total (the square of Standard Deviation)
- $p$  : The proportion of the students who are correct in answering an item divided with the total number of ssstudents
- $q$  : The proportion of the students who are incorrect in answering an item divided with the total number of ssstudents

According to Hartono (2010: 103), The total Variance is calculated as follows:

$$s^2 = \frac{\sum x^2}{n}$$

$n$  . = number of respondents

$$\begin{aligned} \sum x^2 &= \sum Xt^2 - \frac{(\sum Xt)^2}{n} \\ &= 7925 - \frac{(489)^2}{32} \\ &= 7925 - \frac{239121}{32} \\ &= 7925 - 7472.53 \\ &= 452.47 \end{aligned}$$

(See appendix 6)

$$\begin{aligned} S^2 &= \frac{\sum x^2}{n} \\ &= \frac{452.47}{32} \\ &= 14.139 \end{aligned}$$

$$\begin{aligned} r_i &= \frac{k}{(k-1)} \left\{ \frac{St^2 - \sum p_i q_i}{St^2} \right\} \\ &= \frac{25}{(25-1)} \left\{ \frac{14.139 - 5.86}{14.139} \right\} \\ &= \frac{25}{(24)} \left\{ \frac{8.279}{14.139} \right\} \\ &= (1.04) \times (0.58) \\ &= 0.603 \end{aligned}$$

To obtain wheter the test was reliable or not, the value of  $r_i$  had to be compared with r product moment. The value of  $r_i$  had to be higher than  $r_{table}$ .

Based on the result above, the value of  $r_i$  was 0.603, then the  $r_{table}$  at 5% level of significance was 0.361. while  $r_{table}$  at 1% level of significance was

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0.463. Thus, it can be concluded that  $0.349 < 0.603 > 0.449$ . On the other hand, the instrument was reliable because the value of  $r_i$  was higher than  $r_{table}$ .

**3. The Homogeneity of the Test**

The homogeneity of the test was obtained from the result of variance of pre-test in experimental and control group. The data of mean and deviation for both classes were obtained by using SPSS 20 Software.

**Table. III. 12**  
**The Mean and Standard Deviation of Pre-test in Experimental and Control Class**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental	32	45	80	59.84	7.776
Pre-test Control	32	40	80	61.72	9.212
Valid N (listwise)	32				

The researcher used Hartley's formula to find out the homogeneity of the test. The formula is as follows:

$$F_{(max)_{obtained}} = \frac{\text{Larger Variance}}{\text{Smaller Variance}}$$

The variance for Pre-test Experimental group is  $7.776^2$ , which is 60.47

The variance for Pre-test Control group is  $9.212^2$ , which is 84.86

The variance of Pre-test Control is bigger than the variance of Experimental.

$$F_{max} = \frac{84.86}{60.47} = 1.40$$

Based on the statistic above, it can be seen that  $F_{max(obtained)}$  was 1.40.

Then, determining the homogeneity of the test,  $F_{max(obtained)}$  was compared with  $F_{max(table)}$ . The criterias of the test are as follows:

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If  $F_{\max(\text{obtained})} \leq F_{\max(\text{table})}$  there is homogeneity of data

If  $F_{\max(\text{obtained})} > F_{\max(\text{table})}$  there is no homogeneity of data

Where,

df : the number of participants in a group, minus 1

k : the number of groups or conditions

The researcher got result of the level of significance of 5 % and 1 %, the level of significance of 5% was 2.07 and level of significance of 1 % was 2.63. Where  $df = 31$  and  $k=2$ . So, it can be analyzed that  $2.07 > 1.40 < 2.63$  where  $F_{\max(\text{obtained})} < F_{\max(\text{table})}$ . In conclusion, in the test was homogenous. (see appendix 9).

**F. The Technique of Analyzing Data**

In analyzing the data, the researcher used pre-test and post-test scores of the experimental and control classes. Those scores were analyzed by using statistical analysis. In this research, the researcher used T-tests formula (independent sample t-test and paired sample t-test) and it was calculated by using software SPSS 20 Version.

**1. Independent sample t-test**

According to Majzub, Othman and Hasan (2012: 423), an independent t-test was conducted to determine any significant difference between pre-test or post-test mastery achievement mean scores of experimental and control group. In addition, Pallant (2001: 177) Independent samples t-test, used when you want to compare the mean score of two different groups of people or conditions. Independent sample t-test was used to find out the results of the

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first and the second hypotheses. To analyze the test scores of the experimental group and control group, the researcher used the following formula:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

- $t_o$  : The value of T-obtained
- $M_x$  : Mean score of experimental sample
- $M_y$  : Mean score of control sample
- $SD_x$  : Standard deviation of experimental class
- $SD_y$  : Standard deviation of control class
- $N$  : Number of the students

The t-table had the function to see if there was a significant difference among the mean of the score of both experimental and control groups. The t-obtained value was consulted with the value of t-table at the degree of freedom (df) = (N1+N2)-2 which is statistically hypothesis:

$H_a: t_o > t\text{-table}; H_a$  is accepted if the  $t_o$  is higher than the t-table.

$H_o: t_o < t\text{-table}; H_o$  is accepted if the  $t_o$  is lower than the t-table.

2. Paired sample t-test or Non-independent Sample t-test

Non-independent sample t-test is known also as paired-sample t-test.

According to Majzub, Othman, and Hasan (2012: 423), a paired sample t-test was conducted to determine significant difference between pre-post test score of the experimental group. In addition, Pallant (2001: 177) states that paired samples t-test uses, when you want to compare the mean scores for the same group of people on two different occasions, or you have matched pairs.

In pre-test and post-test score of the experimental class is used in order to find the significant difference of using Sketch to Stretch on students'

reading comprehension at the tenth grade students of vocational high school Abdurrab Pekanbaru. To obtain the data, the researcher used SPSS 20.0. The formula of paired-sample t-test is as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

D : Gain Score (D=X2-X1)

The t-table has the function to see if there is a significant difference among the means of the score of both pre-test and post-test. The t-obtained value was consulted with the value of t-table at the degree of freedom (df) = N-1 which is statistically hypothesis:

Ha:  $t_o > t\text{-table}$ ; Ha is accepted if  $t_o > t\text{-table}$  or there is significant difference after giving the treatment using Sketch to Stretch Strategy on students' reading comprehension.

H<sub>0</sub>:  $t_o < t\text{-table}$ ; H<sub>0</sub> is accepted if  $t_o < t\text{-table}$  or there is no significant difference after giving treatment using Sketch to Stretch Strategy on students' reading comprehension.

Afterwards, it is better to find the magnitude of the effect. One way to do this is that calculating the effect size statistic. According to Pallant (2001:175) effect size is a set of statistics which indicates the relative magnitude of the differences between means. Or in other words, it describes the 'amount of the total variance in the dependent variable that is predictable from knowledge of the levels of the independent variable. The formula is as follows:

$$\text{Eta squared} = \frac{t^2}{t^2 + N - 1}$$

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### Conclusion

This research was done to find out the implementation of teaching English by using sketch to stretch strategy on students' reading comprehension at Vocational High School Abdurrah Pekanbaru. Based on the explanation from the previous chapters, the data presentation and analysis are concluded as follows:

1. There is no significant difference on students' Reading Comprehension pre-test mean score between experimental group and control group. Furthermore,  $t_o$  obtained is 0.880, compared with t-table of (df) 62 in significance of 5% and 1 % was obtain 2.00 and 2.65 becomes  $2.00 > 0.880 < 2.65$ .
2. There is significant difference on students' Reading Comprehension post-test mean score between experimental group and control group. Furthermore,  $t_o$  obtained is 4.393, compared with t-table of (df) 62 in significance of 5% and 1 % was obtain 2.00 and 2.66 becomes  $2.00 < 4.393 > 2.65$ .
3. There is significant difference on students' Reading Comprehension pre-test and post-test mean score in experimental group. Furthermore,  $t_o$  obtained is 4.013, compared with t-table of (df) 31 in significance of 5% and 1 % was obtain 2.04 and 2.75 becomes  $2.00 < 4.013 > 2.66$ .
4. Then, the researcher found out the effect size between pre-test and post-test of experimental class by eta squared. The researcher found the effect size for the difference above was 0.86 %, therefore the researcher can conclude that there was a large effect obtained from students' Reading Comprehension of the tenth grade students at Vocational High School Abdurrah Pekanbaru.



Based on the result of the research, Using Sketch to Stretch Strategy has given a better effect to the students' Reading Comprehension. It means that using Sketch to Stretch Strategy was much better in the teaching and learning process.

### Suggestion

From the conclusion of the research above, it was known that using Sketch to Stretch Strategy can give significant difference to Reading Comprehension. Therefore, Sketch to Stretch Strategy can be one of the effective way used by teacher of English. Because of that, the researcher suggests reading this thesis as a reference for those who want to conduct using Sketch to Stretch Strategy in teaching and learning process. Besides, the suggestion follows:

1. For the teacher should construct creative, enjoyable learning for students and they should support their teaching by using interesting media.
2. For the students, they have to practice their Reading Comprehension, attent about spelling and they should enjoy learning English with the help from teacher.
3. For the readers, teachers and other individual can use this thesis as one of the references in finding information about Sketch to Stretch Strategy and Reading Comprehension.

In addition, Vocational High School Abdrab Pekanbaru should do more activities in English. Such as; Scrabble Club, Billboard in English, English Day, and so on in order to expand the students' knowledge in English. It is hoped that the school facilitate the students in joining English Competition in order to strengthen the students' motivation in English Learning.

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# APPENDIX 1

## Recomendation Letters

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**NOTA PERBAIKAN SKRIPSI**

Tanggal : Kamis, 11 Februari 2021  
 Pukul : 13.00-18.00 WIB  
 Dewa/Penguji :  
 Penguji I : Dr. Rohani, M.Pd  
 Penguji II : Roswati, M.Pd  
 Penguji III : Cut Raudhatul Miski, M.Pd  
 Penguji IV : Dr. Dicki Hartanto, MM  
 Nama Kandidat : Febri Ramadhan Nim : 11314103650

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1. Revise the abstract, make it short
2. Explain about cluster random sampling
3. Complete the attachments
4. Add more theory or ideas about comprehension
5. There is no correlation between the strategy toward reading comprehension
6. There is no data in implemenation of experiment
7. Please add discussion in chapter IV
8. Reason to choose the class

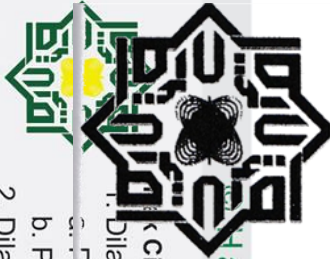
Waktu perbaikan : 1 (satu) bulan sejak tanggal ujian  
 Catatan untuk pemeriksaan setelah diperbaiki :

Telah diperiksa dan disetujui Penguji I : Dr. Rohani, M.Pd  
 Telah diperiksa dan disetujui Penguji II : Roswati, M.Pd  
 Telah diperiksa dan disetujui Penguji III : Cut Raudhatul Miski, M.Pd  
 Telah diperiksa dan disetujui Penguji IV : Dr. Dicki Hartanto, MM

Ketika perbaikan skripsi yang dicoret-coret waktu ujian harus dibawa

Pekanbaru, 17 Februari 2021  
 Penguji II/ Panitia

Roswati, M.Pd



KEMENTERIAN AGAMA  
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**

كلية التربية والتعليم

**FACULTY OF EDUCATION AND TEACHER TRAINING**

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
 Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Un.04/F.II.4/PP.00.9/1527/2021

Pekanbaru, 11 Februari 2021

Biasa

**Mohon Izin Melakukan PraRiset**

Kepada  
 Yth. Kepala Sekolah  
 SMK ABDURRAB PEKANBARU  
 di  
 Tempat

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: FEBRI RAMADHAN
NIM	: 11314103650
Semester/Tahun	: XIV (Empat Belas)/ 2021
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n Dekan  
 Wakil Dekan III

Dr. Drs. Nursalim, M.Pd.  
 NIP. 19660410 199303 1 005

UIN SUSKA RIAU

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Dilarang mengutip, menyalin, atau memperbanyak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

State Islamic University of Sultan Syarif Kasim Riau



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Pekanbaru, 11 Februari 2021 M

Un : 04/F.II/PP.00.9/1615/2021

Biasa

: 1 (satu) Proposal

**Mohon Izin Melakukan Riset**

Kepada

Yth. Gubernur Riau

Cc. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu

Provinsi Riau

Dr. Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: FEBRI RAMADHAN
NIM	: 11314103650
Semester/Tahun	: XIV (Empat Belas)/ 2021
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Implementation of Teaching English by using sketch to Stretch strategy on students' reading comprehension at Vocational High School Abdurrah Pekanbaru  
 Lokasi Penelitian : SMK ABDURRAB PEKANBARU  
 Waktu Penelitian : 3 Bulan (11 Februari 2021 s.d 11 Mei 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor  
 Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.  
 NIP.19740704 199803 1 001

Tembusan :  
 Rektor UIN Suska Riau

2. Dilarang mengumumkannya dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Undang-Undang

UIN Suska Riau

UIN Suska Riau

UIN Suska Riau



**REKOMENDASI**

Nomor : 503/DPMPSTP/NON IZIN-RISET/38756  
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Sebelum Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Peringatan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 04/PP.00.9/1615/2021 Tanggal 11 Februari 2021**, dengan ini memberikan rekomendasi kepada:

- |                      |                                                                                                                                                              |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Nama              | : FEBRI RAMADHAN                                                                                                                                             |
| 2. NIM / KTP         | : 113141036500                                                                                                                                               |
| 3. Program Studi     | : PENDIDIKAN BAHASA INGGRIS                                                                                                                                  |
| 4. Jenjang           | : DI                                                                                                                                                         |
| 5. Alamat            | : PEKANBARU                                                                                                                                                  |
| 6. Judul Penelitian  | : THE IMPLEMENTATION OF TEACHING ENGLISH BY USING SKETCH TO STRETCH STRATEGY ON STUDENTS' READING COMPREHENSION AT VOCATIONAL HIGH SCHOOL ABDURRAB PEKANBARU |
| 7. Lokasi Penelitian | : SMK ABDURRAB PEKANBARU                                                                                                                                     |

Menurut ketentuan sebagai berikut:

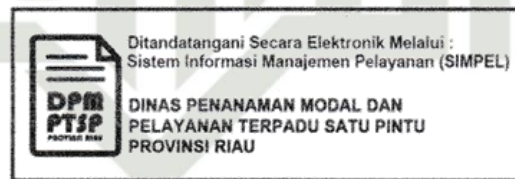
1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.

2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.

3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 17 Februari 2021



**UIN SUSKA RIAU**

Disampaikan kepada Yth :  
 Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru  
 Kepala Dinas Pendidikan Provinsi Riau  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru  
 Yang Bersangkutan

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PEMERINTAH PROVINSI RIAU  
**DINAS PENDIDIKAN**

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553  
 PEKANBARU

Pekanbaru, 18 November 2019

Kepada  
 Yth. Kepala SMK Abdurrab Pekanbaru

di-  
 Pekanbaru

071/Disdik/1.3/2019/2485  
 Biasa  
 Izin Riset / Penelitian

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISSET/38756 Tanggal 16 November 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **FEBRI RAMADHAN**  
 NIM : 113141036500  
 Program Studi : PENDIDIKAN BAHASA INGGRIS  
 Jenjang : S1  
 Alamat : PEKANBARU  
 Judul Penelitian : **THE IMPLEMENTATION OF TEACHING ENGLISH BY USING SKETCH TO STRETCH STRATEGY ON STUDENTS' READING COMPREHENSION AT VOCATIONAL HIGH SCHOOL ABDURRAB PEKANBARU**  
 Lokasi Penelitian : SMK ABDURRAB PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN  
 PROVINSI RIAU  
 SEKRETARIS

Dr. Eng. YUSRI, S.Pd.,S.T,M.T  
 Pembina Tingkat I  
 NIP. 19661231 199102 1 007

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# SEKOLAH MENENGAH KEJURUAN SMK ABDURRAB PEKANBARU JURUSAN ANALIS KESEHATAN

NSS: 61.209.60.11.001 NIS: 610010 NPSN: 10404457 Akreditasi: A

Alamat : Jl. Riau Ujung No. 73 Pekanbaru 28292 Riau Telp. 0761-38762 Ext. 116, Fax. 859839

"Menjadikan Tenaga Analis Kesehatan Profesional yang Berakhlak Mulia"

## SURAT KETERANGAN

Nomor : 058/SMK/YAR/B/VIII/2019

Yang beranda tangan dibawah ini Kepala SMK Abdurrab Pekanbaru  
menyatakan bahwa :

Nama : Febri Ramadhan  
Pendidikan : Pendidikan Bahasa Inggris  
NIM : 11314103650

adalah benar nama tersebut diatas telah melaksanakan Riset/Penelitian pada  
SMK Abdurrab Pekanbaru dengan Judul Penelitian "The Implementation of  
Teaching English by Using Sketch to Stretch Strategy on Students' Reading  
Comprehension at Vocational High School Abdurrab Pekanbaru" yang  
dilaksanakan pada Tanggal 14 Oktober - 16 November 2019

Salinan Surat Keterangan ini dibuat dengan sewajarnya untuk dapat  
digunakan sebagaimana mestinya.

Pekanbaru, 18 November 2019

SMK Abdurrab Pekanbaru

# UIN SUSKA RIAU

Irfan Syarif H. D. M. M. S.  
Kepala Sekolah

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State Islamic University of Sultan Syarif Kasim Riau  
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pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
yang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## CURICULLUM VITAE

**Febri Ramadhan** was born on February 28<sup>th</sup> 1995 in Tembilahan. He is the third of four children of beloved couple Arifin and Asniah. He comes from Tembilahan, he lives at Pekanbaru, he has finished his study at State Elementary School 004 Tembilahan Kota in 2007. After that in 2007, he continued his study at Junior High School 001 Tembilahan Kota and finished in 2010. Then, in 2010, he continued his study at State Islamic Boarding School 001 Indragiri Hilir and finished it in 2013. Next, in 2013 he continued his study at State Islamic University of Sultan Syarif Kasim Riau and finished it in 2021, precisely on February 11<sup>th</sup> 2021.

In finishing his study at the University to fulfill the requirements for Undergraduate Degree in English Education, he conducted a research from November 2019 by the thesis entitled “*The Implementation Of Teaching English By Using Sketch To Stretch Strategy On Students’ Reading Comprehension At Vocational High School Abdurrab Pekanbaru*”.

Then, his thesis was finally accepted and approved by the final examination committee for the award of Undergraduate Degree of Education on February 11<sup>th</sup> 2021 after he successfully passed in the final examination. He finished his study with IPK 3,40 and appropriate to get Undergraduate Degree (S.Pd.)

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