

**THE EFFECT OF USING SKETCH TO STRETCH STRATEGY
TOWARDS READING COMPREHENSION IN NARRATIVE
TEXT OF THE SECOND YEAR STUDENTS
AT MAN 2 MODEL
PEKANBARU**



UIN SUSKA RIAU

BY

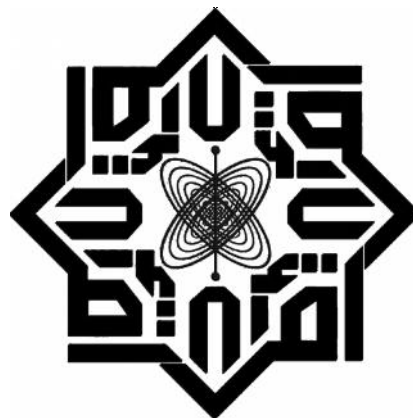
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PEKANBARU
1434 H/2013 M**

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Thesis

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(S.Pd.)



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ABSTRACT

Nanda Wahyuni (2013). Pengaruh dari Penggunaan Strategi Sketch to Stretch terhadap Pemahaman Membaca dalam Teks Narrative dari Siswa Tahun Kedua MAN 2 MODEL Pekanbaru.

Berdasarkan studi pendahuluan peneliti, ditemukan bahwa siswa belum dapat memahami maksud dari teks dalam buku pelajaran mereka. Siswa-siswa masih mempunyai permasalahan dalam memahami bacaan terutama dalam teks narrative. Permasalahannya adalah beberapa siswa mendapatkan kesulitan dalam mengidentifikasi informasi umum dalam teks narrative, beberapa siswa memperoleh kesulitan dalam mengidentifikasi ide pokok tiap-tiap paragraph dalam teks narrative, beberapa siswa tidak dapat menjawab pertanyaan dengan baik, beberapa siswa memperoleh kesulitan dalam mengidentifikasi karakter dalam teks narrative, beberapa siswa memperoleh kesulitan dalam mengidentifikasi orientasi dari teks narrative, beberapa siswa memperoleh kesulitan dalam mengidentifikasi komplikasi dari teks narrative, dan beberapa siswa memperoleh kesulitan dalam mengidentifikasi resolusi dari teks narrative. Jadi, penulis tertarik melakukan penelitian tentang masalah tersebut.

Penelitian ini dilakukan dengan tujuan: untuk menemukan pemahaman membaca siswa dalam teks narrative yang diajarkan dengan menggunakan strategi sketch to stretch, untuk menemukan pemahaman membaca siswa dalam teks narrative yang diajarkan tanpa dengan menggunakan strategi sketch to stretch, dan untuk menemukan efek yang signifikan dari penggunaan strategi sketch to stretch terhadap pemahaman membaca dalam teks narrative siswa tahun kedua MAN 2 MODEL Pekanbaru.

Penelitian ini dilaksanakan di MAN 2 MODEL Pekanbaru. Subjek dari penelitian ini adalah siswa tahun kedua dan objek dari penelitian ini adalah Pengaruh dari penggunaan strategi Sketch to Stretch terhadap pemahaman membaca dalam teks narrative. Rancangan dari penelitian ini adalah Quasi Experimental research. Populasi dari penelitian ini adalah siswa tahun kedua. Jumlah populasinya adalah 221. Sampel dari penelitian ini adalah XI IPA 2 sebagai kelas eksperimen dan XI IPA 3 sebagai kelas control. Untuk menganalisa data, peneliti menggunakan SPSS16 untuk mendapatkan independent sample t-test.

Akhirnya, berdasarkan analisa data yang menggunakan SPSS 16, t_0 adalah 3.360. Level signifikan dari 5% adalah 2.00 dan 1% adalah 2.65. Ini dapat dibacakan $2.00 < 3.360 > 2.65$. Maka, H_a (hipotesis alternative) diterima dan H_0 (hipotesis null) ditolak. Maksudnya, ada efek yang signifikan dari penggunaan strategi Sketch to Stretch terhadap pemahaman membaca dalam teks narrative siswa tahun kedua di MAN 2 MODEL Pekanbaru.

ABSTRACT

Nanda Wahyuni (2013). The Effect of Using Sketch to Stretch Strategy towards Reading Comprehension in Narrative Text of the Second Year Students at MAN 2 MODEL Pekanbaru.

Based on the researcher's preliminary study, it was found that the students could not comprehend the meaning of the text in their text book at the school. The students still had problems in reading comprehension especially in narrative text. The problems were some students get difficulties in identifying the general information in the narrative text, some students get difficulties in identifying the main idea of each paragraph in the narrative text, some students cannot answer the question of the text well, some students get difficulties in identifying the characters in narrative text, some students get difficulties in identifying the orientation of narrative text, some students get difficulties in identifying the complication of narrative text, some students get difficulties in identifying the resolution of narrative text. So, the researcher was interested in carrying out the research about this problem.

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, to find out the students' reading comprehension in narrative text taught without by using sketch to stretch strategy, and to find out the significant effect of using sketch to stretch strategy towards reading comprehension in narrative text of the second year students at MAN 2 MODEL Pekanbaru.

This research was carried out at MAN 2 MODEL Pekanbaru. The subject of this research was the second year students of MAN 2 MODEL Pekanbaru and the object of this research was the effect of using sketch to stretch strategy towards reading comprehension in narrative text. The design of this research was Quasi-Experimental research. The population of this research was the second year students. The total of population was 221. The sample of this research was XI Science 2 as an experimental class and XI Science 3 as a control class. To analyze the data, the researcher used SPSS 16 Software to adopt independent sample t-test.

Finally, based on the analysis the data using SPSS 16 Software, t_o was 3.360. The level of significant of 5% was 2.00 and 1% was 2.65. It could be read $2.00 < 3.360 > 2.65$. So, H_a (alternative hypothesis) is accepted and H_o (null hypothesis) is rejected. It means that there was significant effect of using Sketch to stretch strategy towards reading comprehension in narrative text of the second year students at MAN 2 MODEL Pekanbaru

ملخص

نندا وحيونى(2013) : تأثير إستخدام إستراتيجية Sketch to Sketch على فهم الطلاب فى قراءة نصوص القصة فى طلاب السنة الثانية بالمدرسة العالية الحكومية 2 موديل باكنباروا

يأستناد إلى دراسة متقدمة الباحثة, هناك وجد أن الطلاب لم يفهموا مقاصد النصوص فى كتب دراستهم. لطلاب مشكلات فى فهم النصوص القصة. والمشكلات هى بعض الطلاب يجدوا الصعوب فى تعيين المعلومات العامة فى نصوص القصة, بعض الطلاب يجدوا الصعوب فى تعيين الفكرة الأساسية فى كل فقرة فى نصوص القصة, بعض الطلاب لا يستطيعون إجابة الأسئلة جيداً. بعض الطلاب يجدوا الصعوب فى تعيين شخصية فى نصوص القصة, بعض الطلاب يجدوا الصعوب فى تعيين التوجيه فى نصوص القصة, بعض الطلاب يجدوا الصعوب فى تعيين الإشارات فى نصوص القصة, بعض الطلاب يجدوا الصعوب فى تعيين القرر فى نصوص القصة. فلذلك, رغبت الكاتبة لأن تقوم بالبحث عن هذه المشكلة.

وهدف هذاالبحث : لإيجاد تفهيم الطلاب فى قراءة نصوص القصة التى يعلمها المدرس بإستخدام إستراتيجية sketch to sketch, لإيجاد تفهيم الطلاب فى قراءة نصوص القصة التى يعلمها المدرس بغير إستخدام إستراتيجية sketch to sketch, و لإيجاد التأثير الهام من إستخدام إستراتيجية sketch to sketch على فهم الطلاب فى قراءة نصوص القصة فى طلاب السنة الثانية بالمدرسة العالية الحكومية 2 موديل باكنباروا.

و ميدان هذاالبحث فى المدرسة العالية الحكومية 2 موديل باكنباروا. و التابع البحث هم الطلاب فى السنة الثانية و غرض البحث هو تأثير إستخدام إستراتيجية sketch to sketch على فهم قراءة نصوص القصة. ونوع هذاالبحث هو بحث شبه التجريب. وتأهيل البحث هم الطلاب فى السنة الثانية و عددهم 221. و نموذج البحث هو فصل 2 IPA XI كفصل التجريب و 3 IPA XI كفصل التحديد. وللتحليلية البيانات, إستخدمت الباحثة SPSS16 لإيجاد نموذج حرية t-test.

وأخيرا, بإستناد إلى تحليلية البيانات بإستخدام SPSS 16 وجد $t_0 = 3.360$. و درجة الهامة من 5% هو 2.00 و هو 2.65. و قرأ ب $2.65 < 3.360 < 2.00$. فلذلك, H_a (فرضية البدلي) مقبولة و H_0 (فرضية الباطل) مردود. والمقصود منه, هناك تأثير هام من إستخدام إستراتيجية sketch to sketch على فهم الطلاب فى قراءة نصوص القصة فى طلاب السنة الثانية بالمدرسة العالية الحكومية 2 موديل باكنباروا.

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CHAPTER I

INTRODUCTION

A. Background of Problem

Reading is an 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. The readers use knowledge, skills, and strategies to determine what that meaning is. Reading is a fluent process of readers combining information from a text and their own knowledge to build meaning¹. So, reading can make the reader using own knowledge and get information from the text.

Reading has a purpose. Its purpose is comprehension. Comprehension is an active process to which each reader brings his or her individual attitudes, interest, expectations, skills, and prior knowledge (reader context)². According to Johnston, Reading comprehension is viewed as the process of using one's prior knowledge and comprehension is influenced by the individual reader's characteristics, the text's characteristics, and the situation-related 26 factors: the situation organizer, the task, and the total setting. So, comprehension can influent readers' characteristic with the text is read.

¹ David Nunan, *Practical English Language Teaching*, New York: McGraw Hill, 2003, p. 68

² Judith Westphal Irwin, *Teaching Reading Comprehension Process*, New Jersey: Prentice-Hall, Inc, Englewood Cliffs, 1986, p. 8

Narrative text tells an imaginary story but the story may be based on facts. Narrative text has social function to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution³. Generic structure of narrative is Orientation (containing plot and characters), evaluations (evaluating plight of the story), complication (crisis of the stories), resolution (the crisis is resolved, for better or for worse).

To accomplish students' need in reading, MAN 2 MODEL has been applying KTSP. In MAN 2 MODEL Pekanbaru, reading is taught from the first year of English teaching period. According to syllabus 2011-2012 at the second year, duration to teach reading was 2x45 minutes for each meeting. In syllabus, there are two competences. The first competence is standard competence. The standard competence is how the students can understand the meaning in short functional text and simple essay in report, narrative, and analytical exposition in daily life and for access science. And the second competence is basic competence. Basic competence is how the students can respond the meaning in essay that using written accurately, fluently, and acceptable in daily life⁴.

In MAN 2 MODEL Pekanbaru, the teacher used conventional technique. The teacher taught the students based on the text book, the teacher taught all materials in the book, in teaching reading process, the teacher gave a type of text from the book and read that whole text first, then, the teacher explained the

³Benyamin Herman, Sofijandi, Agus Kusmawan, and Ida Yusridawati Takoub, *Advanced Learning English 2 For Grade XI Senior High School Based ON Standard of Contents 2006*, Bandung: Facil, a brand product by Grafindo Media Pratama IKAPI Member, 2010, p. 59

⁴Tim Penyusun, *Syllabus of MAN 2 MODEL Pekanbaru*, Unpublished, 2011/2012

purpose of the text and generic structure, and the next, the teacher asked the students to read the text one until two times individually. Finally, the students were asked to answer the question about the text. It aimed to see whether they understand with their reading or not. Based on the syllabus MAN 2 MODEL. In this research, the researcher focuses on *narrative text*. The research is used to know the students' ability in reading comprehension in narrative text.

Based on the descriptive above, ideally students in MAN 2 Model Pekanbaru should be able to comprehend a narrative text well because the teacher has used a good technique in teaching reading. In fact, the teacher still found many students have problem in comprehending the text, especially in narrative text. It could be itemized into the following symptoms:

1. Some students get difficulties in identifying the general information in the narrative text.
2. Some students get difficulties in identifying the main idea of each paragraph in the narrative text.
3. Some students cannot answer the question of the text well.
4. Some students get difficulties in identifying the characters in narrative text.
5. Some students get difficulties in identifying the orientation of narrative text.

6. Some students get difficulties in identifying the complication of narrative text.
7. Some students get difficulties in identifying the resolution of narrative text.

Actually there are many strategies to improve the student's reading comprehension. One of them is Sketch to Stretch Strategy. According to Blachowicz and Ogle, Sketch to Stretch strategy is a small group activity after reading the same story that is a nonverbal respond strategy that supports visual imagine of the text. It was developed by Short and Harste with Burke.⁵

The researcher considers that Sketch to Stretch strategy can help students' reading comprehension in narrative text because it makes the students easier to understand reading narrative text by sketching to visualize what the story about. Furthermore, this strategy can encourages creativity and interpretation of the reading narrative text to make the teaching and learning process is more interesting. Therefore, this strategy is very helpful for students to comprehend a narrative text.

Based on the explanations and the problems above, the researcher was interested in conducting a research entitled **“The Effect of Using Sketch to Stretch Strategy towards Reading Comprehension in Narrative Text of the Second Year Students at MAN 2 MODEL Pekanbaru”**

⁵Camille Blachowicz, and Donna Ogle, *Reading Comprehension Strategies for Independent Learners*, New York: The Guildford Press, 2008, p. 151

B. Definition of Terms

To avoid misunderstanding and misinterpreting toward the terms used in the research, the definitions of terms in this title are:

1. The sketch to stretch strategy is a nonverbal respond strategy that supports visual imagine of the text. This activity encourages creativity and interpretation of the reading⁶.
2. Reading is a fluent process of readers combining information from text and their own background knowledge to build meaning⁷.
3. Comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skills, and prior knowledge (reader context)⁸.
4. Narrative text tells an imaginary story but the story may be based on facts. The purpose of the narrative is to entertain the readers⁹.

⁶ Brunner Judy Tilton, *I Don't Get It! Helping students Understand What They Read*, Lanham, New York: Rowman & Littlefield Publishers, Inc, 2011, p. 86-87

⁷ David Nunan, *Practical English Language Teaching*, New York: The McGraw-Hill Companies, 2003, p.68

⁸ Judith Westphal Irwin, *Teaching Reading Comprehension Process*, New Jersey: Prentice Hall, Inc, Englewood Cliffs, 1986, p. 7

⁹ Tri Indaryati, *English Alive 2 Senior High School Grade XI*, Bandung: Yudhistira, 2010, p. 32

C. The Problem

1. The Identification of the Problem

Based on the background of the problem, some of students at MAN 2 MODEL Pekanbaru still got some difficulties in English subject, especially in reading comprehension in narrative text.

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

- a. How do the students get difficulties in identifying general information in the narrative text?
- b. How do the students get difficulties in identifying main idea of each paragraph in the text?
- c. What do make the students unable answer the question from the text well?
- d. How do the students get difficulties in identifying the characters in narrative text?
- e. How do the students get difficulties in identifying the orientation of narrative text?
- f. How do the students get difficulties in identifying the complication of narrative text?
- g. How do the students get difficulties in identifying the resolution of narrative text?

- h. Is there any significant effect of using sketch to stretch strategy towards reading comprehension in narrative text of the second year students at MAN 2 MODEL Pekanbaru?

2. The Limitation of the Problem

Because the researcher found many problems in this research, the researcher limited the problem to improve students' ability to identify the generic structure of the narrative text (Orientation, Complication, and Resolution), to identify the characters of the text, and to help students to answer the question from the text. Therefore, this study focused on using sketch to stretch strategy towards reading comprehension in narrative text of the second year students at MAN 2 MODEL Pekanbaru.

3. The Formulation of the Problem

Based on the limitation of the problems above, the researcher formulated the problem of this study into the following questions:

- a. How is the students' reading comprehension in narrative text that is taught by using sketch to stretch strategy of the second year students at MAN 2 MODEL Pekanbaru?
- b. How is the students' reading comprehension in narrative text taught without by using sketch to stretch strategy of the second year students at MAN 2 MODEL Pekanbaru?

- c. Is there any significant effect of using sketch to stretch strategy toward reading comprehension in narrative text of the second year students at MAN 2 MODEL Pekanbaru?

D. The Objective and Significant of the Research

1. The Objective of the Research

- a. To find out the students' reading comprehension in narrative text that is taught by using sketch to stretch strategy of the second year students at MAN 2 MODEL Pekanbaru.
- b. To find out the students' reading comprehension in narrative text taught without by using sketch to stretch strategy of the second year students at MAN 2 MODEL Pekanbaru.
- c. To find out the significant effect of using sketch to stretch strategy toward reading comprehension in narrative text of the second year students at MAN 2 MODEL Pekanbaru.

2. The Significant of the Research

The finding of this research is hopefully expected to give valuable contribution as follows:

- a. To give some information to the teacher about the effect of using sketch to stretch strategy toward students' reading comprehension in narrative text.
- b. To give some contributions to the students in order to improve students' reading comprehension in narrative text.

- c. To encourage the researcher's knowledge about the topic conducted.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning¹. Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required². In conclusion, reading is an activity in which people as readers can get much information from what the readers read. Reading activity is an important thing because this activity make the readers can understand all about happens on the world.

According to Michael F. Graves, at all, a widely, richly elaborated, and strongly supported view of the reading process has emerged the cognitive-constructivist view of reading. The cognitive-constructivist view of reading emphasizes that reading is a process in which the reader actively searches for meaning in what she reads. This search for meaning depends very heavily on the reader's having an existing store of knowledge, or schemata, that she draws on in that search for meaning, and the active contribution of the reader is significant

¹David Nunan, *Practical English Language Teaching*, New York: McGraw Hill, 2003, p. 68

²*Ibid*, p. 69

enough to justify the assertion that she actually constructs the meaning she arrives at in reading³. So, the reading process has emerged the cognitive-constructivist view of reading, it is a reading process for reader to search what the meaning of the reading actively.

The purpose of reading activities is comprehension. Comprehension is an active process to which each reader brings his or her individual attitudes, interest, expectations, skills, and prior knowledge (reader context)⁴. According to Judith Westphal Irwin:

“Comprehension can be seen as the process of using one’s prior experiences (reader context) and the writer’s cues (text context) to infer the author’s intended meaning. This process can involve understanding and selectively recalling ideas in individual sentences (micro processes), inferring relationships between clauses and/or sentences (integrative processes), organizing ideas around summarizing ideas (macro processes), making inferences not necessarily intended by the author (elaborative processes). These processes work together (interactive hypothesis) and can be controlled and adjusted by the readers as required by the reader’s goals(meta-cognitive processes) and the total situation in which comprehension is taking place(situational context).”

From the explanation above, comprehension is the purpose of reading, and comprehension can bring the reader attitude, interest, expectation, skills actively. Comprehension can show to the reader how far the comprehending and understanding of the reader with the passage or text that the reader read.

Skilled reader may employ one type of process more that the other when the situation allows reader to do this without affecting their reading comprehension.

³Michel F. Graves, at all, *Teaching Reading in The 21st Century* , Allyn & Bacon, Needham Height, MA 02494, A Pearson Education Company 160 Gould Street, 2001,1998, p.2

⁴Judith Westphal Irwin, *Teaching Reading Comprehension Process*, New Jersey: Prentice –Hall, Inc, Englewood Cliffs, 1986, p. 8

Some reader especially students have the idea that knowledge processing is not appropriate reading activity, So. The reader should use their knowledge.

2. Reading Comprehension in Narrative Text

a. Students' Reading Comprehension in Narrative Text

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language⁵.

In teaching reading, reading work as a process. Reading is an 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. The reader uses knowledge, skill, and strategy to determine what that meaning is. Reader knowledge, skill, and strategy include:

- 1) Linguistic competence
- 2) Discourse competence
- 3) Sociolinguistic competence
- 4) Strategic competence⁶

⁵David Nunan, *Practical English Language Teaching*, New York: The McGraw-Hill Companies, 2003, p.68

⁶<http://www.nclrc.org/essentials/reading/reindex.htm>. 2003,2004, The National Capital Language Resource Center, Washington, DC/ site map/ about NCLRC/ contac NCLRC, Retrived on February, 17. 2012. 2:45

Reading comprehension is defined as the level of understanding of a passage or text. Reading at the rate of 200 to 220 words per minute is considered as a normal speed of reading. For normal reading rates 75% is an acceptable level of comprehension⁷. Teaching reading comprehension has the aims, the aims:

- a. To let better grasping of the context, sequence and the characters narrated in text.
- b. Certain parts of the text can confuse readers. Reading comprehension skills work on this aspect to get the clear idea of the meaning of the text.
- c. Help to create the questionnaire based on the text about its theme or idea. It often helps in better understanding of the said paragraph.
- d. It helps to link the event of narration with our previous experiences and predict the next probable event in the course based on the information given in the narration.

In reading comprehension has some principles. The principles of teaching reading are⁸:

- a. Exploit the reader's background knowledge

Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of

⁷Jayashree Pakhare, *Effective Reading: Reading Comprehension Strategies*, Retrived on July, 2011, <http://www.buzzle.com/articles/effective-teaching-reading-comprehension-strategies.html>.

⁸David Nunan, *Practical English Language Teaching*, New York: The McGraw-Hill Companies, 2003, p.74-78

how one's first language works, knowledge of how the second language works, and cultural background and knowledge. So, before reading, reader should know how far their reading skill and their background knowledge about text.

- b. Build a strong vocabulary base
- c. Teach for comprehension
- d. Work on increasing reading rate

One great difficulty in second language reading classroom is that even when language learners can read, much of their reading is not fluent. Often, in our efforts to assist students in increasing their reading rate, teachers over emphasise accuracy which impedes fluency. The teacher must work toward finding a balance between assisting students to improve their reading rate and developing reading comprehension. So, in teaching reading, teacher can balance the text with students reading skill, its purpose is to increase students' rate in reading.

- e. Teach reading strategies

Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. In teaching process, teacher must use some strategies for developing students' reading ability.

- f. Encourage readers to transform strategies into skills

An important distinction can be made between strategies and skills (Kawai, Oxford, and Iran- Nejad, 2000). Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives.

- g. Build assessment and evaluation into your teaching
- h. Strive for continuous improvement as reading teacher

In reading comprehension, the researcher finds about categorize, the categorize stated by Douglas Brown into the macro skills and micro skills. There are some micro skills for reading comprehension, such as:

- a. Discriminate among the distinctive graphemes and orthographic patterns of English
- b. Retain chunks of language of different lengths in short-term memory
- c. Process writing at an efficient rate of speed to suit the purpose
- d. Recognize a core of words, and interpret word order patterns and their significance
- e. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g. tenses, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.

- g. Recognize cohesive devices in written discourse and the role in signaling the relationship between and among clauses.⁹

There are some macro skills for reading comprehension, such as:

- a. Recognize the rhetorical forms of written discourse and their significance for interpretation
- b. Recognize the communicative functions of written texts, according to form and purpose
- c. Infer context that is not explicit by using background knowledge
- d. From described events, ideas, etc, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, give information, generalization, and exemplification
- e. Distinguish between literal and implied meaning
- f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
- g. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of texts¹⁰.

⁹H. Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy*, New Jersey 07632, Englewood Cliffs: Prentice Hall Regents, 1994, p.291

¹⁰*Ibid.*,

Narrative text tells an imaginary story but the story may be based on facts. The purpose of the narrative is to entertain the readers¹¹. Text organization of narrative:

a. Orientation

The opening of a story sets the mood by defining the setting, time, main character/s and other information to give the reader an orientation or starting point

b. Sequence of events

This is the main body of the story. It outlines an event or sequence of events that leads the character/s into a complication when the normal events are upset by some forms of conflict (complication). There may be more than one complication and this serves to frustrate the character/s in their attempts to achieve what they wish. Also, this builds tension and anticipation in the reader.

c. Resolution.

Everything ends up 'happily ever after' after the conflicts are resolved. In some narratives, the resolution may be left for the reader to decide.

Narrative has social function to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution¹². Generic structure of narrative is:

¹¹Tri Indaryati, *English Alive 2 Senior High School Grade XI*, Jakarta:Yudhistira, 2010, p. 32

- a. Orientation : containing plot and characters
- b. Evaluations : evaluating plight of the story
- c. Complication : crisis of the stories
- d. Resolution : the crisis is resolved, for better or for worse

So many types of material used in narrative, such as biographies, historical accounts, legend, folk tale, and else. There are some steps when reading narrative:

- a. Determine when and where the events are taking place
- b. Notice the sequence of events
- c. Notice how the story is told and who is telling it
- d. Look beyond the specific events to overall meaning. Ask yourself why the writer is telling the story. What is the point the author is trying to make
- e. Watch for the writer's commentary as he or she tells the story¹³.

So, in reading comprehension, reader should follow process of reading, its purpose the readers can use their knowledge, their skill, and their strategy to get result from their reading, the result is comprehension. And then, for teaching reading comprehension, teacher or researcher should follow those principles and categorizes. If teacher or researcher does not follow one of those principles and categorize, teaching reading process does not run well. And the teacher or

¹²Benyamin Herman, Sofijandi, Agus Kusmawan, and Ida Yusridawati Takoub, *Advanced Learning English 2 For Grade XI Senior High School Based ON Standard of Contents 2006*, Bandung: Facil, a brand product by Grafindo Media Pratama IKAPI Member, 2010, p. 59

¹³Kathleen T. McWhorter, *Guide to College Reading*, Boston: Little, Brown and Company, 1986, p.128

researcher can influence students in teaching reading comprehension especially in narrative text.

b. Factor Influencing of Students' Reading Comprehension in Narrative Text

There are several factors that influence students' reading comprehension in narrative text, they are¹⁴:

1) Prior Knowledge

Prior knowledge is so necessary for comprehension that some speculate that can often account for a large portion of the difference between successful and unsuccessful comprehenders.

2) Motivation and Interest

In teaching reading comprehension motivation and interest can help the students to comprehend a text.

3) Cultural Differences

Teachers should be aware of how cultural differences influence the comprehension of individual students. Cultural differences can clearly be related to differences in prior knowledge, vocabulary, and interest.

4) Decoding Fluency

In teaching reading, giving the material to the students can decode fluently if they are to develop their comprehension skills.

¹⁴Judith Westphal Irwin, *Teaching Reading Comprehension Processes*, New Jersey: Prentice-Hall, 1986, p.102

3. Nature of Sketch to Stretch Strategy

Sketch to stretch strategy was developed by Short and Harste with burke. Sketch to stretch is a small group drawing activity. After reading the same story¹⁵.

The sketch to stretch strategy is a nonverbal respond strategy that supports visual imagine of the text. This activity encourages creativity and interpretation of the reading. The grade level adaptability for sketch to stretch strategy is from 3 until 12.

Steps in the process:

- a. Activate background knowledge of the students
- b. Tell the students that the purpose for reading the material will be to understand and visualize the related to important information, events, or scenes from the reading
- c. Ask the students to read the text
- d. After the students finish reading the text, instruct them to draw or make a quick sketch of the information. Drawing can include scene, the main idea, or other pertinent information
- e. When the students have completed their sketches, give 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

¹⁵Camille Blachowicz, and Donna Ogle, *Reading Comprehension Strategies for Independent Learners*, New York: The Guildford Press, 2008, p. 151

- f. After the students have provided interpretations, ask the illustrator to explain the drawing to the whole class¹⁶.

4. Using Sketch to Stretch Strategy towards Students' Reading Comprehension in Narrative Text

Reading comprehension is a process which the reader constructs or assigns meaning by interacting with the text. The students should have comprehension to get the information from the narrative text.

Sketch-to-Stretch is an instructional strategy developed by Harste, Short, & Burke. Students draw quick sketches to stretch their thinking and understanding of concepts. Language users relate the texts they encounter to their backgrounds of experience. Moving to another communication system, such as art, can lead the learner to generate new insights and meanings. They may discover something new about their feelings about the text, its overall structure, the interrelationships among characters or ideas, etc. And, since language users are engaged in a semantic transaction when they read, it is likely that the sketches generated will vary across readers, often representing the visual image constructed while reading. This variation is likely to be greater when texts are open to a number of different interpretations, a phenomenon perhaps more common in narrative than expository materials¹⁷. This strategy can help the students' reading comprehension especially in narrative text.

The procedures of using sketch to stretch strategy towards reading Comprehension in narrative text can be seen as follow:

¹⁶ Judy Tilton Brunner, *I Don't Get It! Helping students Understand What They Read*, New York: Rowman & Littlefield Publishers, Inc, 2011, p. 86-87

¹⁷Department of Instructional Services, *Reading Strategies For The Content Areas* . August 2, 2007, p. 78

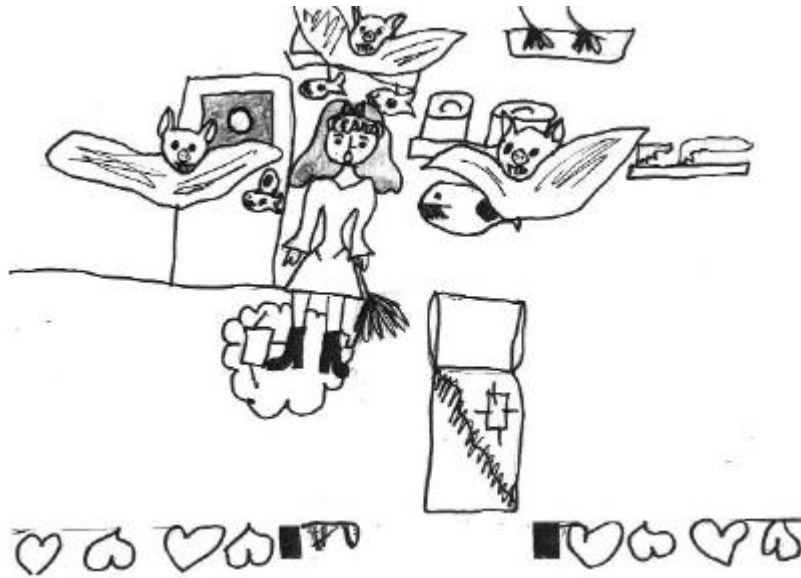
- a. The teacher tells the purpose of reading related to important information, events, or scenes to make students understand and visualize the text.
- b. The teacher divides students into the some groups.
- c. The teacher gives the narrative text to the students and asks them to read the text.
- d. After the students finish reading the text, the teacher instructs them to make quick sketch of the information of the narrative text. The teacher instructs them to draw a scene, the main idea, or other pertinent information.
- e. After the students make quick sketch, the teacher asks them to explain their drawing in front of the other group.

For example of sketch to stretch strategy from department of instructional service:

Text Bud Not Buddy

Sketch-to-Stretch

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



Describe your sketch below.

This is a picture of Bud in the car with a stranger. Bud thinks that is a vampire, but I think he is just a man who works at a hospital and he is carrying blood to the patients¹⁸.

The procedures of this strategy should be followed by the researcher.

B. Relevant Research

A research from Odessa Lee Wood, entitled "An Evaluation of The Effectiveness of The Reading Strategy Sketch to Stretch on The 9th Grade

¹⁸Department of Instructional Services, *Reading Strategies for the Content Areas*, August 2, 2007, p. 81

Reading Texas Assessment of Knowledge and Skills Test”. She conducted this study in an urban, Texas. The study was a quasi experimental design and used non-equivalent comparison group using pre and post-test. She administered pre-test for eighth grade and post-test for ninth grade. For the result, she took from a standardized reading test resulting in a passing score. She found that the score on the ninth grade 82,75. And she concluded that there was effectiveness of the reading strategy sketch to stretch using Texas Assessment of Knowledge and Skills Test (TAKS).

C. Operational Concept

In operational concept, the researcher explained about the variable of this research title briefly. There were two variables. First variable was sketch to stretch strategy. It was an independent variable with symbol “X”. And second variable was reading comprehension in narrative text. It was a dependent variable with symbol “Y”.

1. Variable X (Sketch to stretch strategy):
 - a. The teacher tells the purpose of reading related to important information, events, or scenes to make students understand and visualize the text.
 - b. The teacher gives the students similar story
 - c. The teacher divides the students into some groups(3 until 4 groups)

- d. The teacher asks the students to read the story, and then instructs them to draw or makes a quick sketch of the information. Drawing can include a scene, the main idea, or other pertinent information
- e. The teacher gives the students opportunity to interpret each drawing after they completed their sketches
- f. The teacher asks the students to explain the drawing to the whole or to the other groups

2. Variable Y (Reading Comprehension in narrative text):

- a. The students are able to identify meaning of word in narrative the text.
- b. The students are able to identify topic in the narrative text.
- c. The students are able to identify event in narrative text.
- d. The students are able to identify complication in narrative text¹⁹.

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher wants to offer some assumptions about the problem as follows:

- a. The student's reading comprehension in narrative text using sketch to stretch strategy is various
- b. The student's reading comprehension in narrative text without using sketch to stretch strategy is various

¹⁹ Tim Penyusun, *Syllabus of MAN 2 MODEL Pekanbaru*, Unpublished, 2011/2012

- c. The better using Sketch to Stretch strategy, the better reading comprehension in narrative text will be

2. Hypothesis

The hypothesis in this research is:

Ha: there is a significant effect of using sketch to stretch strategy towards reading comprehension in narrative text of the second year students at MAN 2 MODEL Pekanbaru.

Ho: there is no a significant effect of using sketch to stretch strategy towards reading comprehension in narrative text of the second year students at MAN 2 MODEL Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was a quasi experimental research. Quasi experimental research is an experimental situation in which the researcher assigns, but not randomly, participant to group because the experimenter cannot artificially create groups for experiment¹. Furthermore, the researcher applied the pre- and posttest design to this quasi-experimental design. Creswell explains that a pre-test provides a measure on some attributes or characteristics that will be assessed for participants in an experiment before they receive a treatment². Meanwhile, a posttest is a measure on some attributes or characteristic that will be assessed for participants in an experiment after a treatment.³

There were two variables in this research. The first was the sketch to stretch strategy as independent variable symbolized by “X”. The second was reading comprehension in narrative text as dependent variable symbolized by “Y”. This research used two groups for comparison. The first was an experimental group treated by sketch to stretch strategy. The second one was a control group treated by conventional strategy or not treated by sketch to stretch strategy. In brief, the research was designed by the following table:

¹Jhon W, Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Pearson Education L.td, 2008, p. 313

² *Ibid.*,

³ *Ibid.*,

Table I
Research Design

Class	Pre-test	Treatment	Post-test
Experimental	T1	X	T2
Control	T1	θ	T2

Note:

T1 : Pre-test to experiment and control class

T2 : Post-test to experiment and control class

X : Receiving treatment, that is using sketch to stretch strategy

θ : No treatment⁴

B. Time and Location of Research

This research was conducted at the second year students of MAN 2 MODEL Pekanbaru. The location of this research is on Diponegoro street, Gobah Pekanbaru. It was conducted from July to September 2012.

C. Subject and Object of Research

The subject of this research was the second year students of MAN 2 MODEL Pekanbaru. And the object of this research was the effect of using sketch to stretch strategy toward reading comprehension in narrative text.

⁴Jhon W, Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Pearson Education L.td, 2008, p. 314

D. Population and Sample of Research

The population of this research was the second year students of MAN 2 MODEL Pekanbaru. The total population of the second year students was 221 students. There were 4 classes for science and 3 classes for social. In this research, science classes were selected as an experimental class. The total of students in science class was 138 students.

Table II

The Population of the Research

No	Class	Total of Population
1	XI Science 1	33
2	XI Science 2	35
3	XI Science 3	34
4	XI Science 4	36
5	XI Social 1	28
6	XI Social 2	28
7	XI Social 3	27
	Total	221

The researcher only took two classes from four classes after doing cluster sampling randomly. So, the researcher did lottery to get two classes. And finally, the researcher got XI Science 2 as an experimental class and XI Science 3 as a control class. Actually the total samples of this research were 69 students, but not all of the students could be the sample. It was because there were 2 students in experimental class and 1 student in control class seldom attend to the class during

the meeting because of absence, sickness. Therefore, the samples of this research were 66 students.

Table II.1

The Sample of Research

No	Class	Sex		Total	Sample
		Female	Male		
1	XI Science 2	21	12	33	Experimental class
2	XI Science 3	20	13	33	Control class
	Total			66	

E. Technique of Collecting Data

In collective data, the researcher used an observation and a test. In the observation, the researcher collected data from assess, the researcher gave exercise to the students. The exercise consisted of 4 numbers and the format of question was a short answer. And for the test, the researcher used multiple choice which consisted of 20 items based on the indicator of reading comprehension in narrative text. The researcher administered pre-test and post test. Multiple choices could assess the student's ability in comprehension. Before the test was conducted, the researcher gave the students reliability and validity test.

1. Validity

A test is valid if it measures what it purpose to measure. According to Suharsimi Arikunto the form of validity and reliability are:

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

The standard level of the difficulty used was >0.30 and <0.70 , its mean that the level of difficulty was between 0.30 and 0.70.

Table III.1
The Students Are Able to Identify the Topic

Variable	Identify the Topic					N
Item no	1	9	11	13	15	33
Total of correct item	21	18	20	20	22	
P	0.64	0.55	0.61	0.61	0.67	

Based on the table III.1 the item number for identifying the topic was 1, 9, 11, 13, and 15. It showed that the proportion of correct answer number 1 was 0.64, the proportion of correct answer number 9 was 0.55, and the proportion of correct number 11 was 0.61, and the proportion of the correct answer number 13 was 0.61, and the proportion of correct answer number 15 was 0.67. The total correct answer of the topic was 0.62. Then, based on the standard difficulty “p” was > 0.30 and < 0.70 . So, the items of difficulties for identifying the topic were accepted.

Table III.2

**The Students Are Able to Identify the Complication of the
Text**

Variable	Identify the Complication					N
Item no	2	5	7	16	17	33
Total of Correct item	21	22	18	13	15	
P	0.64	0.67	0.55	0.39	0.45	

Based on the table III.2 the item number for identifying the complication of the text was 2, 5, 7, 16, and 17. It showed that the proportion of correct answer number 2 was 0.64, the proportion of correct answer number 5 was 0.67, and the proportion of correct number 7 was 0.51, and the proportion of the correct answer number 16 was 0.39, and the proportion of correct answer number 17 was 0.45. The total correct answer of the complication was 0.54. Then, based on the standard difficulty “p” was > 0.30 and < 0.70 . So, the items of difficulties for identifying the complication of the text were accepted.

Table III.3

The Students Are Able to Identify the Meaning of Word

Variable	Identify the Meaning of Word					N
Item no	3	6	10	12	20	33
Total of correct item	21	22	11	21	19	
P	0.64	0.67	0.33	0.64	0.58	

Based on the table III.3 the item number for identifying the meaning of word was 3, 6, 10, 12, and 20. It showed that the proportion of correct answer number 3 was 0.64, the proportion of correct answer number 6 was 0.67, and the proportion of correct number 10 was 0.33, and the proportion of the correct answer number 12 was 0.64, and the proportion of correct answer number 20 was 0.58. The total correct answer of the meaning of word was 0.57. Then, based on the standard difficulty “p” was > 0.30 and < 0.70 . So, the items of difficulties for identifying the meaning of word were accepted.

Table III.4

The Students Are Able to Identify the Event of the Text

Variable	Identify the Event of the Text					N
Item no	4	8	14	18	19	33
Total of correct item	22	11	21	22	15	
P	0.67	0.33	0.64	0.67	0.45	

Based on the table III.4 the item number for identifying the event of the text was 4, 8, 14, 18, and 19. It showed that the proportion of correct answer number 4 was 0.67, the proportion of correct answer number 8 was 0.33, and the proportion of correct number 14 was 0.64, and the proportion of the correct answer number 18 was 0.67, and the proportion of correct answer number 19 was 0.45. The total correct answer of the meaning of word was 0.55. Then, based on the standard difficulty “p” was > 0.30 and < 0.70 . So, the items of difficulties for identifying the event of the text were accepted.

2. Reliability

A reliability measure is one that provides consistent and stable indication of the characteristic being investigated⁵. Calculation of reliability used various kinds of formula. They were Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, Alfa formula, Kuder Richardson 20 formula and Kuder Richardson 21 formula. From all of these formula, the researcher then used the Kuder Richardson 20 (K-R 20) formula to calculate the reliability of the test. The formula was as follow⁶:

$$r_{ii} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where are :

$$S = \sqrt{\frac{\sum x^2}{N}}$$
$$= \sqrt{\frac{390.09}{33}}$$

$$= \mathbf{3.44}$$

$$n = 20$$

$$S \approx 3.44$$

$$p_q = 4.66$$

$$\sum x^2 = 390.09$$

$$N = 33$$

⁵Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2009, p.87

⁶*Ibid*, p.90-100

So,

$$\begin{aligned}
 r_{ii} &= \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right) \\
 &= \left(\frac{20}{20-1} \right) \left(\frac{3.44^2 - 4.66}{3.44^2} \right) \\
 &= \left(\frac{20}{19} \right) \left(\frac{11.83 - 4.66}{11.83} \right) \\
 &= (1.05)(0.61) \\
 &= 0.641
 \end{aligned}$$

$$r_{ii} > r_t .$$

The statistical counting above, the score reliability of the test is **0.641**. To know the reliability of the test must be compared with r product moment. r_{ii} must be higher than r_t . Then r_t at 5% grade of significant is 0.349. While in the significant 1 % is 0.449. So, it can be analyzed that r_{ii} higher than r_t . $5\% < r_{ii} > 1\%$. ($0.349 < \mathbf{0.641} > 0.449$). On the other word, the instrument was reliable.

F. Technique of Data Analysis

The technique of data analysis, this research used t-test, and the researcher found the final score by using SPSS 16. It is because this study compared the result between pre and post test from experimental class and control class. The formula of t-test⁷:

⁷ Hortono, *Statistik untuk Penelitian*, Yogyakarta: Pustaka Pelajar, 2006, p.193

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

Where:

t_o : The value of t-obtained

M_x : Means score of experimental class

M_y : Mean score of control class

SD_x : Standard deviation of experimental class

SD_y : Standard deviation of control class

N : Number of students

The function of t-table is to find out there is a significant effect between the mean score of both experiment and control groups.

The t-obtained value is consulted with the value of t-table at the degree of freedom (df) = (N1+ N2) – 2 statistically hypothesis:

H_a : $t_o > t\text{-table}$

H_o : $t_o < t\text{-table}$

H_a is accepted if $t_o > t\text{-table}$ or there is a significant effect of using Sketch to stretch strategy toward reading comprehension in narrative text of the second year students.

H_o is accepted if $t_o < t\text{-table}$ or there is no significant effect of using Sketch to stretch strategy toward reading comprehension in narrative text of the second year students.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Description

This research has purpose to obtain the student's reading comprehension in narrative text taught by using Sketch to stretch strategy and student's reading comprehension in narrative text taught without by using sketch to stretch strategy and then to find the significant effect of using Sketch to stretch strategy toward reading comprehension in narrative text of the second year students.

In this research, the researcher got the data from the student's post test score of the experimental class and the control class. Before that, the researcher tried out from another class beside experimental and control class in order to prove whether the test is reliable or not. And the result of try out was 0.641. It means that the test was reliability. After the researcher got the data from try out, the researcher gave the students pre-test and post-test to the experimental class and the control class. The question for pre-test and post-test was multiple choice, and the text was narrative text. Pre test was given to the experimental class and the control class before giving the treatment. Post-test was given to the students after giving the treatment, but the treatment only given to the experimental class, and for control class, the researcher did not give the treatment.

The total score of pre-test of experimental class was 1915, mean of pre-test was 58.03 and standard deviation was 14.246, the highest score was 85 and the lowest score was 40. The total score of pre-test of control class was 1925, mean of pre-test was 58.33 and standard deviation was 13.556., the highest score was 85

and the lowest score was 35. The total score of post-test of experimental class was 2355, mean of pre-test was 71.36 and standard deviation was 6.990, the highest score was 85 and the lowest score was 55. And the total score of post-test of control class was 2165, mean of pre-test was 65.61 and standard deviation was 6.932., the highest score was 80 and the lowest score was 40. It can be seen in table below:

Table IV.1
Statistics

	Pre_Experimental	Post_Experimental	Pre_Control	Post_Control
N Valid	33	33	33	33
Missing	0	0	0	0
Mean	58.03	71.36	58.33	65.61
Std. Error of Mean	2.518	1.217	2.360	1.207
Median	60.00	70.00	60.00	65.00
Mode	40	70	60	70
Std. Deviation	14.467	6.990	13.559	6.932
Variance	209.280	48.864	183.854	48.059
Range	45	30	50	40
Minimum	40	55	35	40
Maximum	85	85	85	80
Sum	1915	2355	1925	2165

B. Data Presentation

The data of this research were gotten from scores of the students' pre-test and post-test. The data were collected by following procedures:

- a. In the experimental and control class, the students were asked to answer the question based on the narrative text.
- b. The format of the test was multiple choice consisted of 20 items.

1. The Data Presentation of Reading Comprehension in Narrative Text (variable Y)

a. Students Reading Comprehension in Narrative Text Taught by Using Sketch to Stretch Strategy

There were 20 items of reading comprehension in narrative text test given to the students in this research. Pre-test in experimental class, the lowest score was 40 and the highest score was 85. The data were obtained by using SPSS 16. The data description of pre-test in the experimental class can be seen in table IV.2:

**Table IV.2
The Frequency Distribution of Reading Comprehension in Narrative Text Test in the Experimental Class.**

Pre-Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	7	21.2	21.2	21.2
	45	5	15.2	15.2	36.4
	50	1	3.0	3.0	39.4
	55	3	9.1	9.1	48.5
	60	2	6.1	6.1	54.5
	65	6	18.2	18.2	72.7
	70	3	9.1	9.1	81.8
	75	2	6.1	6.1	87.9
	80	3	9.1	9.1	97.0
	85	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Based on the table IV.2, it can be seen that there were 33 students. In interval 40 the frequency was 7 students (21.2%). In interval 45, the

frequency was 5 students (15.2%). In interval 50, the frequency was 1 student (3.0%). The frequency of interval 55 was 3 students (9.1%). The frequency of interval 60 was 2 students (6.1%). The frequency of interval 65 was 6 students (18.2%). The frequency of interval 70 was 3 students (9.1%). The frequency of interval 75 was 2 students (6.1%). The frequency of interval 80 was 3 students (9.1%). The frequency of interval 85 was 1 student (3.0%).

There were 20 items of reading comprehension in narrative text test given to the students in this research. Post-test in experimental class, the lowest score was 55 and the highest score was 85. The data were obtained by using SPSS 16. The data description of post-test in the experimental class can be seen in table IV.3:

Table IV.3
The Frequency Distribution of Reading Comprehension in Narrative Text Test in the Experimental Class.

Post-Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	2	6.1	6.1	6.1
	60	2	6.1	6.1	12.1
	65	2	6.1	6.1	18.2
	70	13	39.4	39.4	57.6
	75	8	24.2	24.2	81.8
	80	5	15.2	15.2	97.0
	85	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Based on the table IV.3, it can be seen that there were 33 students. In interval 55 the frequency was 2 students (6.1%). In interval 60, the frequency was 2 students (6.1%). In interval 65, the frequency was 2 students (6.1%). The frequency of interval 70 was 13 students (39.4%). The frequency of interval 75 was 8 students (24.2%). The frequency of interval 80 was 5 students (15.2%). The frequency of interval 85 was 1 student (3.0%).

Besides the mean and the standard deviation were needed in analyzing data which were gotten from pre-test and post-test' score in the experimental class. The mean and the standard deviation were obtained by using SPSS 16. And the mean and the standard deviation can be seen in table IV.4:

Table IV.4

The Mean and Standard Deviation of Pre-test and Post-test in the Experimental Class

	Mean	Standard Deviation
Pre-test	58.03	14.467
Post-test	71.36	6.990

From the table above, the mean of pre-test in experimental class was 58.03 and the standard deviation of pre-test in the experimental class was 14.467. The mean of post-test in the experimental class was 71.36 and the standard deviation of post-test in the experimental class was 6.990.

b. Students Reading Comprehension in Narrative Text without Taught by Using Sketch to Stretch Strategy (by Using Conventional Method).

There were 20 items of reading comprehension in narrative text test given to the students in this research. Pre-test in the control class, the lowest score was 35 and the highest score was 85. The data were obtained by using SPSS 16. The data description of pre-test in the control class can be seen in table IV.5:

Table IV.5
The Frequency Distribution of Reading Comprehension in
Narrative Text Test in the Control Class.

Pre-Control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 35	2	6.1	6.1	6.1
40	3	9.1	9.1	15.2
45	2	6.1	6.1	21.2
50	5	15.2	15.2	36.4
55	3	9.1	9.1	45.5
60	6	18.2	18.2	63.6
65	4	12.1	12.1	75.8
70	3	9.1	9.1	84.8
75	2	6.1	6.1	90.0
80	1	3.0	3.0	93.9
85	2	6.1	6.1	100.0
Total	33	100.0	100.0	

Based on the table IV.5, it can be seen that there were 33 students. In interval 35 the frequency was 2 students (6.1%). In interval 40, the frequency was 3 students (9.1%). In interval 45, the frequency was 2 students (6.1%). The frequency of interval 50 was 5 students (15.2%). The frequency of interval 55 was 3 students (9.1%). The frequency of interval 60 was 6 students (18.2%). The frequency of interval 65 was 4 students (12.1%). The frequency of interval 70 was 3 students (9.1%). The frequency of interval 75 was 2 students (6.1%). The frequency of interval 80 was 1 student (3.0%). And the frequency of interval 85 was 2 students (6.1%).

There were 20 items of reading comprehension in narrative text test given to the students in this research. Post-test in the control class, the lowest score was 40 and the highest score was 80. The data were obtained by using SPSS 16. The data description of post-test in the control class can be seen in table IV.6:

Table IV. 6
The Frequency Distribution of Reading Comprehension in Narrative Text Test in the Control Class

Post-Control				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	3.0	3.0	3.0
55	1	3.0	3.0	6.1
60	7	21.2	21.2	27.3
65	9	27.3	27.3	54.5
70	13	39.4	39.4	93.9
75	1	3.0	3.0	97.0
80	1	3.0	3.0	100.0
Total	33	100.0	100.0	

Based on the table IV.6, it can be seen that there were 33 students. In interval 40 the frequency was 1 student (3.0%). In interval 55, the frequency was 1 student (3.0%). In interval 60, the frequency was 7 students (21.2%). The frequency of interval 65 was 9 students (27.3%). The frequency of interval 70 was 13 students (39.4%). The frequency of interval 75 was 1 student (3.0%). The frequency of interval 80 was 1 student (3.0%).

Besides the mean and the standard deviation were needed in analyzing data which were gotten from pre-test and post-test' score in the control class. The mean and the standard deviation were obtained by using SPSS 16. And the mean and the standard deviation can be seen in table IV.7:

Table IV.7
The Mean and Standard Deviation of pre-test and post-test in the Control Class

	Mean	Standard Deviation
Pre-test	58.33	13.559
Post-test	65.61	6.932

From the table above, the mean of pre-test in the control class was 58.33 and the standard deviation of pre-test in the control class was 13.559. The mean of post-test in the control class was 65.61 and the standard deviation of post-test in the control class was 6.932.

C. Homogeneity of the Test

The homogeneity of the test was obtained from the result of standard deviation of pre-test in the experimental and the control class. The standard deviation for both classes (experimental and control class) were obtained by using SPSS 16. The Standard deviation can be seen as follows:

	Standard Deviation
Pre-test experiment	14.467
Pre-test control	13.559

$$F_o = \frac{Sb^2}{Su^2}$$

$$F_o = \frac{14.467^2}{13.559^2} = \frac{209.294}{183.846} = 1.14$$

$$Df = (N1 + N2) - 2$$

$$= (33 + 33) - 2 = 64$$

The degree of freedom was 64, the researcher determined the degree of significant 1% and 5% by using F table from Hartono's book. The degree significant 1% was 2.30 and the degree of significant 5% was 1.80. So, it can be analyzed that $1.80 > 1.14 < 2.30$. On the other hand, $F_o < F_t$. In conclusion, the test was homogeny.

D. Data Analysis

1. The Data Analysis of the Students' Reading Comprehension in Narrative Text Taught by Using Sketch to Stretch Strategy

To find out the students' reading comprehension in narrative text taught by using Sketch to stretch strategy, the researcher took the data from post-test score of experimental class. The mean and standard deviation were obtained by using SPSS 16 from post-test and the table is:

Table IV.8
Mean and Standard Deviation of Pre and Post-test in the
Experimental Class

Class	Mean	Standard deviation
Pre-Experimental class	58.03	14.467
Post-Experimental class	71.36	6.990

The mean of pre-test of experimental class was 58.03 and the standard deviation of pre-test of experimental class was 14.467. The mean of post-test of experimental class was 71.36 and the standard deviation of post-test of experimental class was 6.990.

After seeing the mean between pre-test and post-test in experimental class, the researcher classified the mean into the classification table of the students' reading comprehension in narrative text. And the table is:

Table IV.9
The Classification of Students' Score¹

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

Based on the table above, the students' reading comprehension in narrative text taught by using sketch to stretch strategy (experimental class) was categorized into **Good** level.

¹ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2009, p. 245

2. The Data Analysis of the Students' Reading Comprehension in Narrative Text Taught without Using Sketch to Stretch Strategy

To find out the students' reading comprehension in narrative text taught without using Sketch to stretch strategy, the researcher took the data from post-test score of control class. The mean and standard deviation were obtained by using SPSS 16 from post-test and the table is:

Table IV.10
Mean and Standard Deviation of Pre and Post-test in the Control Class

Class	Mean	Standard deviation
Pre-Control class	58.33	13.559
Post-Control class	65.61	6.932

The mean of pre-test of control class was 58.33 and the standard deviation of post-test of control class was 13.559. The mean of post-test of control class was 65.61 and the standard deviation of post-test of control class was 6.932.

It can be classified in the classification table of the students' reading comprehension in narrative text.

Table IV.11
The Classification of Students' Score²

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

Then the researcher concluded that the students' reading comprehension in narrative text taught without by using sketch to stretch strategy (control class) was categorized into **Enough** level.

3. The Data Analysis of the Significant Effect of Using Sketch to Stretch Strategy Toward Reading Comprehension in Narrative Text of the Second Year Students at MAN 2 MODEL Pekanbaru

In this part, the researcher showed the pre-test, post-test of the experimental and the control class. The data were taken from 33 students of the experimental class and 33 students of the control class. The data can be seen in table IV.12:

² Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2009, p. 245

Table IV.12
Students' Reading Comprehension Score:

No	Students	Control Group			Experimental Group		
		Pretest	Posttest	Gain	Pretest	Posttest	Gain
1	Student 1	80	65	15	75	75	0
2	Student 2	60	65	-5	80	70	-10
3	Student 3	60	70	10	70	80	10
4	Student 4	65	70	-5	70	55	-15
5	Student 5	60	65	5	85	85	0
6	Student 6	70	60	-10	80	75	-5
7	Student 7	70	80	10	80	75	-5
8	Student 8	85	75	-10	75	80	5
9	Student 9	55	40	-5	55	70	15
10	Student 10	50	70	20	40	70	30
11	Student 11	65	65	0	60	80	20
12	Student 12	50	70	20	65	75	10
13	Student 13	50	70	20	70	80	10
14	Student 14	50	70	20	65	75	10
15	Student 15	55	70	15	65	65	0
16	Student 16	60	60	0	40	55	15
17	Student 17	35	55	20	55	75	20
18	Student 18	35	60	25	45	70	25
19	Student 19	60	70	10	40	70	30
20	Student 20	85	70	-15	40	70	30
21	Student 21	65	65	0	45	70	25
22	Student 22	55	70	15	65	70	5
23	Student 23	40	60	20	40	60	20
24	Student 24	65	65	0	40	70	30
25	Student 25	40	65	25	45	70	25
26	Student 26	45	70	25	65	70	5
27	Student 27	40	65	25	65	75	10
28	Student 28	60	60	0	40	60	20
29	Student 29	50	70	20	50	80	30
30	Student 30	45	70	25	55	65	10
31	Student 31	75	60	-15	45	75	30
32	Student 32	70	65	-5	60	70	10
33	Student 33	75	60	-15	45	70	25
	Total	1925	2165	260	1915	2355	430
	Mean	58.33	65.61	7.88	58.03	71.36	13.33

From the table above, the total score of pre-test in the experimental class was 1915 and post-test was 2355 and gain of pre and post-test was 13.33. While the total score of pre-test in the control class was 1925 and post-test was 2165 and mean of gain of pre and post-test was 7.88

In this research, to find the data analysis of the significant effect of using sketch to stretch strategy toward reading comprehension in narrative text of the second year students at MAN 2 MODEL Pekanbaru, the researcher used t-test by using SPSS 16. The data can be seen from the table IV.13:

Table IV.13

The Result of t-test

Group Statistics

	Metode	N	Mean	Std. Deviation	Std. Error Mean
Nilai	1	33	13.33	12.788	2.226
	2	33	7.88	13.523	2.354

Independent Samples Test

	Levene's Test for Equality of Variances				t-test for Equality of Means				
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.069	.794	3.360	64	.001	5.758	1.714	2.334	9.181
Equal variances not assumed			3.360	63.996	.001	5.758	1.714	2.334	9.181

After getting the output, the researcher interprets the output:

- a. The output of group statistics shows that the mean of gain of the experimental class was 13.33, the standard deviation of the experimental class was 12.788, and standard error of the experimental class was 2.226. While the mean of gain of the control class was 7.88, the standard deviation of the control class was 13.523, and standard error of the control class was 2.354.
- b. The output of independent sample test shows that the t-test result was 3.360, df is 64, significant was .001, mean difference was 5.758, standard error was 1.714, lower difference interval was 2.334, and upper difference interval was 9.181.

There were two ways that can be done in interpreting t_o . They were:

- a. By comparing t_o to t table. Df= 64. The level of significance of 5% is 2.00 and 1% is 2.65. it can be seen that **$2.00 < 3.360 > 2.65$** . It means that H_o is rejected and H_a is accepted.
- b. By orientating number of significance. If probability > 0.05 , H_o is rejected. If probability < 0.05 , H_a is accepted.

Based on the explanation above, there was the difference between mean of gain from experimental class (13.33) and mean of gain of control class (7.88). It showed that t_o was higher than t- table, t_o was 3.360. The level of significant of 5% was 2.00 and 1% was 2.65. It can be read **$2.00 < 3.360 > 2.65$** . The researcher concluded that H_a is accepted and H_o is rejected.

H_a is accepted if $t_o > t$ -table or there is a significant effect of using sketch to stretch strategy toward students' reading comprehension in narrative text.

H_o is accepted if $t_o < t$ -table or there is no significant effect of using sketch to stretch strategy toward students' reading comprehension in narrative text.

Based on the explanation above, the researcher concluded that the researcher could answer the question of formulation of problem:

- a. The students' reading comprehension in narrative text that is taught by using sketch to stretch strategy is 71.36 and into the categorized Good.
- b. The students' reading comprehension in narrative text that is taught by using sketch to stretch strategy is 65.61 and into the categorized Enough.

- c. There is a significant effect of using Sketch to stretch strategy toward reading comprehension in narrative text of the second year students at MAN 2 MODEL Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGETION

A. Research Conclusion

Based on the data analysis was explained in chapter IV. Finally, the researcher gave a conclusion of the research about the effect of using sketch to stretch strategy toward reading comprehension in narrative text of the second year students at MAN 2 MODEL Pekanbaru as follows:

1. The students' reading comprehension in narrative text taught by using sketch to stretch strategy was higher. The mean of post-test of experimental class was 71.36 and the standard deviation of post-test of experimental class was 6.990. It can be categorized as **good** category.
2. The students' reading comprehension in narrative text taught without by using sketch to stretch strategy was lower. The mean of post-test of control class was 65.61 and the standard deviation of post-test of control class was 6.932. It can be categorized as **enough** category.
3. The hypothesis H_0 was rejected and H_a was accepted. It means that there is significant effect of using Sketch to stretch strategy toward reading comprehension in narrative text of the second year students at MAN 2 MODEL Pekanbaru. It can be seen from the result of data calculation. The researcher found that $2.00 < 3.360 > 2.65$.

So, it can be concluded that Sketch to Stretch strategy has a positive effect to the students' reading comprehension in narrative text at the second year students of MAN 2 MODEL Pekanbaru.

B. Suggestion

In this part, the researcher would like to give some suggestions as follows:

1. The teacher can use this strategy for teaching reading at school.
2. The teacher can use this strategy as interesting strategy in teaching reading.
3. By using sketch to stretch strategy, the teacher can help the students to find main idea and other pertinent information from the text.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic as this study.

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