

# THE COMPARATIVE EFFECT OF USING DRAWING TO REMEMBER AND SKETCH TO STRETCH STRATEGY ON READING COMPREHENSION OF RECOUNT TEXT

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**Abstract :** *The purpose of this research to know: 1) whether there are any significant effect of using draw to remember strategy on teaching reading recount text, 2) whether there are any significant effect of sketch to stretch strategy on teaching reading recount text, 3) which is strategy has more effect on reading comprehension of recount text at eighth grade students of SMP Negeri 3 Satuatap Sosorgadong. This research used experimental model. The sample of this research is 24 students of drawing to remember strategy, 24 students of sketch to stretch strategy by using total sampling. In collected data the researcher used questionnaire and test. The result of this research: 1) there is any significant effect of using drawing to remember strategy on teaching reading recount text, ( $t_{test} 9.067 > t_{table} 2.07$ ) and  $g = 0.40$ . 2) there is any significant effect of using sketch to stretch strategy on teaching reading recount text, ( $t_{test} 10.063 > t_{table} 2.07$ ) and  $g = 0.35$ . 3) there is strategy has more effect on reading comprehension of recount text at eighth grade students of SMP Negeri 3 Satuatap Sosorgadong, namely drawing to remember strategy, where that gain of drawing to remember strategy (0.40) more than gain of sketch to stretch strategy (0.35).*

**Keywords :** *reading comprehension, recount text, drawing to remember, sketch to stretch strategy.*

**Abstrak :** *Tujuan penelitian ini untuk mengetahui: 1) apakah ada pengaruh yang signifikan dari penggunaan strategi drawing to remember dalam pengajaran membaca teks recount, 2) apakah ada pengaruh yang signifikan dari strategi sketch to stretch terhadap pengajaran membaca teks recount, 3) yang merupakan strategi yang lebih berpengaruh terhadap pemahaman membaca teks recount pada siswa kelas VIII SMP Negeri 3 Satuatap Sosorgadong? Penelitian ini menggunakan model eksperimen. Sampel penelitian ini adalah 24 siswa untuk strategi drawing to remember, 24 siswa untuk strategi sketch to stretch dengan menggunakan total sampling. Dalam pengumpulan data peneliti menggunakan angket dan tes. Hasil penelitian ini: 1) ada pengaruh yang signifikan penggunaan strategi drawing to remember dalam pembelajaran membaca teks recount ( $t_{hitung} 9.067 > t_{tabel} 2.07$ ), dan  $g = 0.40$ . 2) ada pengaruh yang signifikan penggunaan strategi sketch to stretch terhadap pembelajaran membaca teks recount ( $t_{test} 10.063 > t_{tabel} 2.07$ ), dan  $g = 0.35$ . 3) ada strategi yang lebih berpengaruh terhadap pemahaman membaca teks recount pada siswa kelas VIII SMP Negeri 3 Satuatap Sosorgadong, yaitu strategi drawing to remember, dimana keuntungan dari strategi drawing to remember (0.40) lebih dari keuntungan strategi sketch to stretch (0.35).*

**Kata kunci :** *pemahaman membaca, teks recount, strategi drawing to remember, sketch to stretch*

## I. INTRODUCTION

Reading is a process of readers in combining information from a text and their own background knowledge to build meaning. The reader reads some books then realizing the text by his understanding because the reader gets some information about something. This skill 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.

Recount text is a text that tells the past event or experience to the reader by using written paragraph with certain generic structure with aims to entertain or give information about activity or accident occurred in the past time. This text also has a generic structure (general order) and distinctive features that distinguish it from other English text. In the recount text can be find orientation that provides information about the perpetrator and setting events, sequence of events, personal comments and summaries as conclusions.

Based on the fact, researcher found that the students faced some difficulties in reading recount text. This phenomenon can be seen from the students' score of English in reading recount text material at eighth grade students of SMP Negeri 3 Satuata Sosorgadong, their average is 45, it is categorize bad. The researcher finds some students get difficulties in

identifying the general information, identifying the main idea of each paragraph, therefore they cannot answer the question of the text well.

There are many efforts that have been made by the teachers and the school and to improve students' ability in reading recount text, includes: by improving the quality of educators through certification programs, by providing some reference such book in library, providing motivation to students, completing the learning facilities, and adding the time to learn after school in the afternoon but the problem still not yet solved. Based on previous explanation, the researcher interests conduct a research to use drawing to remember strategy and sketch to stretch strategy to teach reading recount text.

Drawing to remember strategy is an appropriate strategy to give the students opportunity to practice one of the deeper meaning structure that good readers do while reading. The researcher considers that drawing to remember strategy can help students' reading comprehension in recount text because they make the students easier to understand reading recount text by this strategies. Furthermore, this strategies can encourages creativity and interpretation of the reading recount text to make the teaching and learning process is more interesting. Therefore, this strategies is very helpful for students to comprehend a recount text.

Then, sketch to stretch is a helpful way to organize students thought and record ideas by using visualization. Sketch to stretch strategy is a nonverbal response strategy that supports visual imaging of text. This activity encourages creativity and interpretation of the reading comprehension. The researcher considers that sketch to stretch strategy can help students' reading comprehension in recount text because it makes the students easier to understand reading recount text by sketching to visualize what the story about. Furthermore, this strategy can encourages creativity and interpretation of the reading recount text to make the teaching and learning process is more interesting. Therefore, this strategy is very helpful for students to comprehend a recount text.

Based on the previous explanation, both strategies are good and effective are use for reading comprehension to be taught in the school. The researcher wants to compare both strategies which strategy is more appropriate and effective to use in teaching reading comprehension in recount text, whether drawing to remember strategy or sketch to stretch strategy.

## **1. Reading Recount Text**

### **a. The Nature of Reading Recount Text**

Reading is an activity in which people as readers can get much information from what the readers read. Reading comprehension is a activity important in reading because this activity make the readers can better understand about text that readers read.

According to Harmer in Tampubolon, et al (2021:298) "Reading is an exercise dominated by the eyes and brain. The eyes receive the messages from what we read and the brain has to significance messages and make us understand what the messages about. In reading, students not only read, but also understand what they are reading. So, they can get the knowledge and enjoy what they read."

According to Yuliana and Muzammil (2020:65) "Reading comprehension is the implementation of a skill developed for other objectives.

### **a. Indicator of Reading Comprehension**

According to Siahaan (2008:20) in Lubis, Pricilia, and Lubis (2020:40) says, "There are four aspects to identify in reading comprehension, they are: 1) Topic, 2) Main idea, 3) Supporting idea, 4) Vocabulary.

## **1. Topic**

Topic is one of the indicator of reading comprehension. The topic is the broad, general theme or message. It is what some call the subject. According to Susilawati (2010:4) "A topic defines what a paragraph is about. It is the most important sentence in a paragraph. Making a topic as well as seeking it. It will be feasible if knowing the way to make or seek it. If the writer can answer that question, he will be able to find the topic, which gives him the main idea of the paragraph.

## **2. Main Idea**

Main idea is a statement that tells the author's point about the topic. The main idea provides the message of a given paragraph or the argument that is being made about the topic. According to Superman (2013: 3), "Main idea refers to the essence of the paragraph, or rather what the author is trying to get across to the reader. In the other words, the main idea may important that the author develops throughout the paragraph".

Jeffries & Mickulecky in Kasyulita (2015: 5) also says that, main idea is the writer's idea about the topic which is formed by both the topic and idea. The topic refers to the subject under discussion; the main idea refers to the point or thought being expressed.

### **3. Supporting Details**

Supporting details is also the important aspect in reading comprehension. According to Danna in Susilawati (2010:3), “Supporting details follow the topic sentence in a paragraph. Supporting sentences add details to the paragraph by listing; examples, steps, reasons, facts or quotations. Besides, there are also major and minor details as a supporting detail.”

Next, Dole in Kasylita (2015: 5), “Supporting details is the details that explains, support and proof for the author’s point, It might consist of examples, statistics, facts, anecdotes, or expert opinion. To locate the supporting details, find the main idea and then look for the information the author uses to explain it in more detail”.

### **4. Vocabulary**

Vocabulary is a collection or list of words and phrases usually alphabetically arranged and defined. According to Jacob et.al. in Qomar (2016: 27), “Vocabulary refers to the selection of the words those are suitable with content.” Manik & Sinurat (2015: 175) says that, “Vocabulary refers to the students’ achievement to use synonym, prefix and suffix correctly.”

**b. Drawing to Remember Strategy**

Drawing to remember strategy is a strategy in reading to make someone's comprehension is easier by drawing a picture after reading a text. The readers can change the words of the text which the writers made become a picture because a picture is easier for their brain to understand and remember.

According to Katherine in Adawiyah (2014: 24), drawing to remember strategy is an appropriate strategy to give the students opportunity to practice one of the deeper meaning structure that good readers do while reading.

According to Arma (2018: 37), the procedures of drawing to remember strategy are as follows:

1. Check students' observation skill in a fun way
2. Introduce the process of drawing to remember strategy
3. Give a recount text to each students
4. Ask students to read
5. Ask students to stop their reading
6. Ask students to remember the story in their mind
7. Ask students to draw the picture in the handout/ paper based on the text that the students read
8. Ask students to add a brief description about setting and character of the story based on the students' drawing
9. Ask students to retell the text with their own words individually
10. Ask students to show their favorite scene
11. Ask students to discuss what they have drawn in pair



### c. **Sketch to stretch Strategy**

Sketch to stretch is a visualizing strategy which the readers to form mental images while reading a text. It is a reading strategy that teaches readers to interpret texts through drawing. In this strategy, the students draw quick sketches related to the text given in order to 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.

Pantaleo in Arma (2018:37) said, sketch to Stretch Strategy is considered particularly effective because students tran mediate between language and art as they create a sketch of meaning of the book.

There are procedures of sketch to stretch strategy by Brunner in Arma (2018:38), as follows :

- 1) The teacher activates the students' background knowledge by motivating the students and asking some questions related to the topic of reading.
- 2) The teacher tells students that the purpose for reading the material is to understand and visualize the text related to important information, events, or scenes from the reading.
- 3) The teacher ask students to read the text.
- 4) After students finish reading the text, the teacher instructs them to draw or make a quick sketch of the information. Drawings

can include the scenes, the main idea, or other pertinent information.

1)When students have completed their sketches, the teacher gives them the opportunity to interpret each drawing. This can be done in writing, using sticky notes, or verbally, during whole-class or small-group discussion.

2)After students have provided interpretation, the teacher asks the students to explain the drawing to the whole class.

## **II. METHODOLOGY OF THE RESEARCH**

The research method is a set of rules, activities, and procedures used by the perpetrators of a scientific discipline. Umar (2009:21) states that, method is a way or way of setting or examination something correctly, then in research also need the existence of methods. Suranto (2009:9) also states that research method is a translation of the word research method means the effort to find, develop and test the truth of a knowledge, where the business is done by using methods that are scientific.

This research conducted at SMP Negeri 3 Satuata Sosorgadong. It is location on Jl. Beras Desa Sibintang, Kecamatan Sosorgadong, Kabupaten Tapanuli Tengah, Provinsi Sumatera Utara. This research used two experimental groups, namely class VIII-A which is taught with the drawing to remember strategy and class VIII-B which is taught with the sketch to stretch strategy.

### III. RESULT

Based on the data analysis in this research, the researcher concluded that the result of this research are :

1. The result of drawing to remember strategy on teaching reading recount text at the eighth grade students of SMP Negeri 3 Satuata Sosorgadong were 90 in excellent category. The calculation of  $t_{\text{test}}$  is 9.067 and the score of  $t_{\text{table}}$  is 2.07 ( $df = n-1 = 24-1=23$ ) with the taraf significances 5%. Therefore,  $t_{\text{test}}$  calculation is more than  $t_{\text{table}}$  (  $9.067 > 2.07$  ). It means hypothesis is accepted with N-Gain is 0.40.

**Normality Test of Drawing to Remember Strategy**

No	Drawing to Remember Strategy	Sig.	Decision
1	Pretest	0.002	The distribution of pretest is normal with mean 61 and standard deviation 11.099
2	Posttest	0.021	The distribution of posttest is normal with mean 77 and standard deviation 9.743

**Test of Drawing to Remember Strategy**

	Paired Differences				T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower			

Pair	pretest	-					-		
1	–	15.83	8.555	1.746	-19.446	-12.221	9.06	23	.000
	posttest	3					7		

2. The result of sketch to stretch strategy on teaching reading recount text at the eighth grade students of SMP Negeri 3 Satuataap Sosorgadong were 90 in excellent category. The calculation of  $t_{\text{test}}$  is 10.063 and the score of  $t_{\text{table}}$  is 2.07 ( $df = n-1 = 24-1=23$ ) with the taraf significances 5%. Therefore,  $t_{\text{test}}$  calculation is higher than  $t_{\text{table}}$  ( $10.063 > 2.07$ ). It means that hypothesis is accepted with N-Gain is 0.35.

**Normality Test of Sketch to Stretch Strategy**

No	Sketch to Stretch Strategy	Sig.	Decision
1	Pretest	0.040	The distribution of pretest is normal with mean 49 and standard deviation 13.372
2	Posttest	0.093	The distribution of posttest is normal with mean 67 and standard deviation 10.301

**Test of Sketch to Stretch Strategy**

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-18.125	8.823	1.801	-21.851	-14.399	-10.063	23	.000

3. There is strategy has more effect on reading comprehension of recount text at eighth grade students of SMP Negeri 3 Satuatap Sosorgadong, namely drawing to remember strategy, where that gain of drawing to remember strategy (0.40) more than gain of sketch to stretch strategy (0.35). however, the both strategies into medium category, and between drawing to remember and sketch to stretch strategy has the same significant effect on students' reading comprehension of recount text.

#### IV. DISCUSSION

Based on the previous explanation, when the researcher conducted research at SMP Negeri 3 Satuatap Sosorgadong, the researcher gives the implications of the research in order to improve the students' reading comprehension there was several strategies

that could be used by teacher in teaching reading comprehension of recount text by using drawing to remember and sketch to stretch strategy. By using these strategies would help students be easier in comprehending the text, especially in recount text. The strategies also help the students be easier to identify topic, main idea, supporting detail and comprehend vocabulary from the text. Besides that, it helps teacher in solving problem that was faced by the students in reading comprehension.

## **CONCLUSION**

Based on the result of application drawing to remember strategy on students' reading comprehension of recount text is 90, it categorized "excellent". Furthermore, the result of sketch to stretch strategy application, the researcher also obtained score 90, it categorized "excellent". On the other hand, the mean of result of students' reading comprehension of recount text before using drawing to remember and sketch to stretch strategy was 60.83 (enough categorized) and 48.75 (fail categorized). Meanwhile, the mean of result of students' reading comprehension of recount text after using drawing to remember and sketch to stretch strategy was 76.67 (good categorized) and 68.88 (enough categorized).

Furthermore, to know which is strategy has more effect on reading comprehension of recount text at eighth grade students of SMP Negeri 3 Satuataap Sosorgadong the researcher looked at the gain of the two strategies. Based on previous explanation, drawing to remember strategy has more effect on reading comprehension of recount text at eighth grade students of SMP Negeri 3 Satuataap Sosorgadong, where the gain of drawing to remember strategy (0.40) more than gain of sketch to stretch strategy (0.35).

However, between drawing to remember and sketch to stretch strategy same in the medium category and significant effect to increase reading comprehension of recount text at the eighth grade students of SMP Negeri 3 Satuataap Sosorgadong.

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