

IMPROVING READING SKILL BY USING SKETCH TO STRETCH STRATEGY IN OFFLINE LEARNING AND CONVENTIONAL IN ONLINE LEARNING TO LITERAL READING SUBJECT

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Abstract

This study aims to find out: (1) Is there a significant difference in the Sketch to Stretch strategy in improving students' reading skills in offline learning?, (2) Does conventionally have a significant difference in improving students' reading skills through online learning? and (3) Is there any contribution to increasing students' reading ability by increasing motivation to learn offline and online learning?. To determine the effectiveness of the Sketch to Stretch strategy, researchers had taken two research samples. The first group was taught using the Sketch to Stretch strategy in offline learning and the second used conventional strategies in online learning. To collect data, both groups were given a speech test and a learning motivation questionnaire. The results showed that there was a significant difference in learning motivation in the reading ability of students of the 1A semester English study program after being taught using the Sketch to Stretch strategy. So it can be concluded that the Sketch to Stretch strategy learning has an effect on reading ability and increasing student learning motivation.

Keywords: Reading, Skretch to Stretch, Offline Learning, Online Learning

Introduction

Global developments and life which are marked by the continued rapid development of science, science and information technology, as well as socio-cultural changes and constellations that are sometimes difficult to predict, have demanded the government, in this case the Ministry of National Education, to pay more intensive attention to learning. English. The era of globalization has made this world seem borderless and increasingly narrow. International standard schools and universities whose growth is increasingly

mushrooming are increasingly being invaded and have a place in the hearts of the people. Jaya et al (2018) Parents who are financially capable tend to send their children abroad. They are aware and believe that market exchanges and global competition require workers who not only have technology and life skills, but also master communicative English.

Nunan (2001) explained that the tremendous, rapid and global progress and developments in the field of print and electronic telecommunications have triggered and made the role of English more pragmatic

and manifest. The emergence of Bilingual schools and superior schools that partially use English as the language of instruction in the teaching and learning process as well as the proliferation of foreign language courses, especially English, can certainly be used as indicators of how important, pragmatic and urgency the meaning of mastery of English in Indonesia is in general. If we are committed and focused on increasing competitiveness and winning the competition in the global market in increasingly competitive fields, such as the labor market, then mastery of foreign languages, especially English, according to the research binoculars, is obligatory.

Then with the teaching media can overcome the obstacles that occur in the learning process, in addition to the existence of teaching media can stimulate the thoughts, feelings, attention, and interest of students to be active in learning so that the learning process can run more effectively and efficiently achieve the intended target. .

Listening, speaking, reading and writing are the four main language skills. Reading is one of the important skills that must be mastered by students. By having these skills they can demonstrate their competence in English. For example, students can share their knowledge, values,

and attitudes with others. Therefore, these competencies can be applied in real life in the form of text/reading. Richard & Rodger (2002, p. 4) mentions that language learners in the world study English to develop proficiency in that skill.

Researchers focus on discussing reading skills, Reading is an important activity in life. According to Tarigan (2008: 7) reading is a process that is carried out and used by readers to obtain messages, which are to be conveyed by the author through the medium of words/written language, while according to Tampubolon (1987: 5) reading is one of four language skills. subject matter, and is a part or component of written communication. In written communication, as has been said, the sound symbols of language can be converted into written symbols or letters.

In fact, Indonesian students generally have not reached a good level of reading comprehension ability. Researchers show this problem as one example; Beh (1997, p 4) also reported that eighty percent of English students lacked understanding in speaking and even reading and writing skills. so that Indonesian students face problems in developing their English skills, especially in reading skills. This is not only related to linguistic knowledge, but also habitual,

cultural aspects and teaching strategies. Students from Asian countries are very less interested in reading so it is difficult to understand the contents of the reading.

Based on the description above, it can be concluded that reading is a process of four language skills carried out by readers to obtain messages or information from writing. A reader is expected to be able to gain knowledge in a reading by understanding the contents of the reading.

Thus, Widiati & Cahyono (2006, p. 3) show that teachers or lecturers have an important role in growing students' reading skills. In this case, lecturers must build and motivate students so that students understand and are passionate about reading, and facilitate them especially by using the Skretch to Stretch strategy.

Based on a mini research by researchers at the University of PGRI Palembang, in the learning process, students always have difficulties in learning English, especially reading, it usually occurs when the lecturer asks students to read a text/reading/article. In addition, if the lecturer asks them to understand a text, most of them seem confused and do not understand the text/reading. Most of the problems may be caused by teaching strategies.

The strategy cannot fulfill what students need in learning reading skills. This means teaching strategies have to be modified. In other words, to achieve good progress in teaching reading comprehension, lecturers must apply various teaching techniques to improve students' abilities.

Active learning requires learning media that can be directly used by students as learning resources. The development of information technology capable of processing, packaging, and displaying, as well as disseminating learning information either offline or online learning. Where in reality learning is not difficult, not even limited by space or time. So students can choose learning that they feel comfortable and easy to understand, which is introverted (closed/prefers online learning) and extroverted (open/prefers offline learning).

To carry out this research, researchers will take a sample of second semester students at the University of PGRI Palembang. The researcher intends to see the effect of using Skretch to Stretch and conventional in improving reading skills in offline and online learning.

From these facts and reasons, researchers are interested in conducting research in the form of experiments to students at PGRI Palembang University

entitled *Improving Reading Skills Using Sketch to Stretch Strategies in Offline and Conventional in Online Learning Literal Reading Courses*.

Research methods

The researchers used an experimental method by applying a quasi-experimental design and will choose a factorial experimental design. Most designs involve only a single independent variable. In a factorial design, two or more independent variables are involved (McMillan & Schumacher, 2010, p. 283). This type of design is used for two main purposes: (1) to see if the effects of an intervention are consistent across subject characteristics and (2) to examine the unique effect of shared independent variables (this is called interaction). There were two groups in this study: two experimental groups without a control group. In the first experimental group, students will receive treatment using the sketch to stretch strategy in offline learning. The second experimental group will receive treatment using conventional online learning strategies. Both groups were

given pre-test and post-test with the same treatment.

According to McMillan & Schumacher (2010), the sample is a group of individuals whose data are collected. The sample is the part of the population from which, the students from the experimental and control groups are taken and will be investigated. Facing the statement, Frankle & Wallen, (1990, p. 6) stated that the sample is a group in a research study about the information obtained. Furthermore, the population is the group to which the research results are intended to be applied (Fraenkle & Wallen, 1990, p. 6).

Two-stage sampling will be used in this investigation. The sample is semester 1A students of English Education Study Program, University of PGRI Palembang. Where the semester 1 class has 1 class, namely 1A in the 2021/2022 school year. So that the sample taken is 1 class, totaling 35 students. Then the researcher divided it into 2 sessions, an experimental one where 18 students offline learning using the Sketch to Stretch technique which will be applied and a control group of

17 students being trained using conventional online learning.

Researchers conducted research based on the following procedures: (1) preliminary observations were made to see why students' reading skills were low, (2) permission from the head of the English education study program was obtained to make practical research feasible, (3) references on research topics were collected and studied, (4) tests, syllabus and lesson plans were planned and discussed, (5) pretests were collected, (6) actions for experimentation, (7) posttests were carried out, (8) data which was the result of the study were analyzed.

Interpretations

By looking at the data obtained and calculated statistically and the documentation as supporting data analyzed qualitatively, the author tries to describe his interpretation based on the findings highlighted earlier in this study. Statistically, it was found that students who were taught through the Sketch to Stertch strategy had better motivation than students from the control group. Initially in the pretest, the researcher postulated that between the two groups, the experimental and control groups, the student scores were

similar. This shows that students have the same ability in reading ability on their motivation. After the treatment, the experimental group experienced significant improvement in their reading ability on their motivation better than the control group. This shows that the treatment used, in this case Sketch and Stretch, is a good strategy that can be implemented in the teaching and learning process.

There are several reasons that led to the success of students' reading skills in their implementation of reading for first semester students of PGRI Palembang University in the 2021/2022 academic year. The first reason is that Sketch and Stretch have characteristics that can support students to explore their achievements without saturating them. This causes the students to be motivated to join the class.

Sketch and Stretch strategies also increase student motivation. This strategy also motivates students to explore their reading skills. This opens up space for students to improve and cultivate reading. In this study, especially in the ability to read English, it can increase student motivation, one of which is by using the Sketch to Stretch strategy.

In conclusion, the Sketch to Stretch strategy contributes to the reading ability of

first semester students in the English Education study program at PGRI Palembang University in the 2021/2022 academic year, it can be seen from the results of research in the form of statistical analysis and descriptive analysis collected from tests and documentation during the research process. In addition, the Sketch to Stretch strategy not only increases student motivation but also students' understanding of reading skills, but in fact it actually does more than that. As a result, researchers were able to dig deeper related to the understanding of students' reading skills on their motivation in learning, and get many benefits and effectiveness from the Sketch to Stretch strategy.

Suggestion

Based on the conclusion above, the researchers would like to make some suggestions. The Sketch to Stretch strategy can be used for school and college levels from elementary to high level, of course it can be adjusted to the content of certain level reading materials.

As educators of reading subjects in English education study programs in particular, we are required to be proficient and creative in applying the ability to understand a reading. According to the research results, there are many advantages

in applying the Sketch to Stretch Strategy. that is, it can improve understanding quickly and precisely, especially understanding reading skills in English and getting prior knowledge from previous readings that we don't know.

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