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CHAPTER I

INTRODUCTION

A. Background

English is the language used as a tool of communication and as an international language first used to interact with others around the world. In other words, English has an important role in people's communication. In Indonesia, English is taught in schools as a foreign language. This subject is tested in the national exam which shows the importance of reading, listening, writing and speaking which help them to develop themselves in science and technology. So that, they can interact and communicate with other people easily, they can convey the information without any problem although with foreign language. Listening and speaking are regarded as basic language skill, while reading and writing are referred to as developmental one. So, reading is the most important skill, because by reading people can interact each other easily and reading also makes the communication between people can occur as good as possible. In English there are some texts, such as descriptive, narrative, recount and report text, in this writer will only focus on the descriptive text in reading comprehension.

“Reading is very important skill for human’s social development. As quoted in M Jain. Bacon said that: “Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success”¹

Descriptive text is one of the genres texts. It is taught by the teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way. However, many student have difficulties in writing descriptive text because the teacher only explains what the generic structure and the method how to write the descriptive text, the teacher does not use any method and news way to teach the students. They will enjoy something in learning process front of them if it looks interesting. The teacher needs to make a good sense in front of the students. The students need something new and fresh in the learning process. They have big curiosity of something they see at the first sight. The students always move around to know something. Their movement sometimes noisy and disturb the other students.

Based on the observation in SMPN 8 Kota Serang, most of students face difficulties in reading comprehension. The students have

¹ M. Jean Preveen, *English Language Teaching* (Methods, Tools, Techniques), Jaipur: Sunrise Publisher & Distributor, 2008, p.113

limited vocabulary and its meaning. A long this time the teacher is the most active in the classroom activity while the students are passive. They have less motivation in learning English and reading activity. The students find difficulties for find the best strategy for reading comprehension. The Writer assumed, the teacher used old method in the teaching learning process so the student has been bored in learning activity. The teacher really used technique or strategy in teaching learning process. It influence the atmosphere of the class.”**The Use of Sketch to Stretch Strategy on Descriptive Text in Teaching Reading Comprehension (Quasi Experimental at the Second Grade Students of SMPN 8 Kota Serang)**

B. The Limitation of the Problem

Many kinds of teaching reading strategies can be used in teaching reading. In this research the writer focuses on the implication of Sketch to Stretch Strategy in teaching reading. It is conducted for second grade student of SMP N 8 Kota Serang in academic year 2016-2017.

C. Statements of Problem

According to the statement above, that writer gets the problems as follows:

1. How is the student reading comprehension in descriptive text?
2. How is the application of sketch to stretch strategy in teaching reading comprehension?
3. How is the effect of sketch to stretch strategy on descriptive text in teaching reading comprehension?

D. The Objectives of the Research

According to the statement, the writer get the aim of this study as follows:

1. To know the students' reading comprehension on descriptive text at the second grade of SMP N 8 kota serang.
2. To find the students' use sketch to stretch strategy at SMP 8 Kota Serang.
3. To know the effect the use of students' sketch to stretch on descriptive text in reading comprehension.

E. The Significant of the Study

It is expected that the result of the research can be used as:

1. Theoretical this researcher can be used the answer on student's ability in reading comprehension descriptive text and the applying sketch to stretch strategy by the teacher on reading comprehension at first grade of SMP 8 Kota Serang.

2. Practically

The result of this research is expected to be useful for:

a. The students

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

b. The Teacher

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

c. The Researcher

It can be used to improve her experience in teaching English by the use of sketch to stretch strategy on descriptive text in teaching reading comprehension.

F. Hypothesis of the Study

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment. The hypothesis of study could be stated as followed:

- a) The null hypothesis (Ho): there is no significant the use of sketch to stretch as a strategy on deskriptive text in teaching reading comprehension
- b) The experimental hypothesis (Ha): there is significant the use of Sketch to stretch as a strategy on descriptive text in teaching reading comprehension.

G. The Previous Study

The research finds previous studies of researcher about the use of sketch to stretch strategy on descriptive text in teaching reading comprehension research as follows:

1. The first research Sofian, Bambang Wijaya (2014) Thesis's, the title of the research is The use of sketch-to-stretch strategy in teaching reading comprehension of the second grade SMP N 2 Pontianak in Academic Year 2014/2015².

This research is aimed to know the effectiveness of using Sketch-to-Stretch strategy in teaching reading comprehension. It was a pre-experimental study with one group of pretest and posttest design. The subject of this research was Grade VIII E of

² Sofyan, Bambang Wijaya, *The Effectiveness of Using Sketch-to-Stretch Strategy in Teaching Reading Comprehension (Pre-Experimental Research at the SMPN 2 Pontianak 2014/2015)*". (A Paper, Program Sarjana Degree STKIP Untan Pontianak. 2015)

SMP Negeri 2 Pontianak, numbering 34 students. The data collected was in form of multiple choice items test (30 items) for pre-test before the treatment and post-test after the treatment. The treatment was given twice. The data then was analyzed by the effect size formula. The research finding showed that the effect size (ES) of the Sketch-to-Stretch strategy in teaching reading comprehension was 1.89 which was categorized as high effect. The computation finding of data analysis showed that the mean score of post-test was 74.61 that was higher than pre-test which was obtained 51.37. Therefore, it can be concluded that the use of Sketch-to-Stretch strategy is effective to the students in teaching reading comprehension.

2. The second research, Nisa Religia, 2016.³ *“The Effectivness of Cloze Procedure on Student’ Reading Comprehension “(An Experimental Research at the second grade of SMP Plus Mathla’ul Anwar Cibuah).* (Ungrade Research Paper, Departement of English Education, Faculty of Education and Teacher Training, The State Institude for Islamic Studies “Sultan Maulana Hasanudin” Banten.

³ Nisa Relegia, *The Effectivness Of Cloze Procedure on Students’ reading Comprehension (An Experimental Research at the second grade of SMP Plus Mathla’ul Anwar Cibuah 2015/2016)*”. (A Paper, Program Sarjana Degree IAIN Sultan Maulana Hassanudin”, Banten: 2015).

The result of the research show that using cloze procedure has significant effect on students' reading comprehension. It can be seen from the result that reseacher has got the mean of pre-test score 52,67 and the post-test score 61,17 from control class and from experimental class got pre-test score 56,67 and post test score 77,5. The writer got $t_0 = 3,53$, $df\ 60$, $t_{1\ 5\%} = 2,00$ and $t_{1\ 1\%} = 2,66$. It means H_a (alternative Hypothesis) of the research is accepted. It show that cloze procedure has effective on teaching reading and students' reading comprehension.

Based on the previous stady abouve the writer find similar on the subject skill that focus on students reading comprehension. The provius stady use to metods of the research, there are experimental research and Pre-Experimental research in this research the writer on the use of sketch to stretch strategy in teaching reading comprehension on descriptive text, used quasi-experimental research at second grade of SMPN 8 Kota Serang.

H. Organitation of Writing

CHAPTER I : INTRODUCTION consist of background of the study, the limitation of problem, Statment of problem, The objectives

of the reseach, The significant of study, Hypotesis of study, Previus of study, and Organization of writing.

CHAPTER II : THEORITICAL FRAMEWORK consists of review of speacking, review of descriptive text, and Use sketch to stretch strategy in taching reading comprehension.

CHAPTER III : METHEDOLOGY OF THE RESEACH consist of reseach of method, population sample, place and time, instrument of the reseach, the technique of data collection, technique of data analyzing.

CHAPTER VI : RESEACH FINDING AND DISCUSSION consist of description of data, data analysis and interpretation of data and discusion.

CHAPTER V : CLOSING consists of conclusions of suggestions the relevance to the exiting problem.

The final part of this consists of a list of reference, attchment needed tp improve the validity of the content of the thesis and the final list biography of author thesis.