



## THE USE OF SKETCH-TO-STRETCH STRATEGY TO IMPROVE STUDENTS' LISTENING COMPREHENSION

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### Abstract

This study aimed at investigating whether or not there was any significant difference in listening comprehension achievement between before and after the students were taught by using Sketch-to-Stretch strategy, and to find out whether or not there was any significant difference in listening comprehension achievement between the students who were taught by using Sketch-to-Stretch strategy and those who were not. The population of the study was the eleventh-grade students of SMA N 18 Palembang with a total number of 265 students. The two classes were chosen as the samples of the study by using purposive sampling method. In collecting the data, the pre-test and post-test were given to both groups. The data were analysed by using paired samples t-test and independent samples t-test. The results of paired samples t-test showed that the  $p$ -value (0.000) was lower than 0.05, therefore the null hypothesis ( $H_0$ ) was rejected while the alternative hypothesis ( $H_a$ ) was accepted. Thus there was a significant difference in listening comprehension achievement before and after the students were taught by using Sketch-to-Stretch strategy. The results of independent samples t-test showed that  $p$ -value (0.000) was lower than 0.05, then the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Thus, there was a significant difference in listening comprehension between the students who were taught by using Sketch-to-Stretch strategy and those who were not. To sum up, Sketch-to-Stretch strategy was effective in improving listening comprehension achievement of the eleventh graders of SMA N 18 Palembang.

**Keywords:** Listening comprehension achievement, Sketch-to-Stretch strategy

### INTRODUCTION

Listening is one of English skills that needs to be mastered by English as a Foreign Language (EFL) learners since listeners can get knowledge by listening to a language input. This skill is also needed for communication purposes. Among the four skills of language, listening has the most important role in communication: listening takes 40-50%, speaking takes 25-30%, reading takes 11-16% and writing takes 9% (Mendelsohn, 1994). By developing listening comprehension, learners would develop speaking proficiency as well; they can absorb the right pitch, intonation, stress and sounds for each word by having good listening skill (Rost, 2002; Harmer, 2007). Thus, listening is a crucial skill to master.

No matter how important is the listening skill, it is still the hardest skill to learn for Indonesian EFL learners. Based on EF English Proficiency Test in 2015, English proficiency in Indonesia was ranked 32 out of 72 countries considered as average. Indonesian students' listening skill was also ranked 42 out of 46 countries based on TOEIC report by Education Testing Service in 2015. To sum up, Indonesian EFL students really need to improve their listening skill.

In overcoming this obstacle, teachers must find a good strategy or technique in teaching listening. A good technique in teaching listening must include (1) interaction, (2) motivation, (3) authentic language and context, (4) listeners' responses, (5) encouragement of the development of listening strategies, (6) both bottom-up and top-down listening techniques (Brown, 1994). One of the strategies that fulfils the criteria mentioned is Sketch-to-stretch strategy.

Sketch-to-stretch strategy is commonly used in EFL classroom. This strategy encourages students to do sketching in order to clarify their understanding of important event and information from the listening section and then to summarize it through sketching. By doing so, it enables students and teachers to engage in more meaningful and unforgettable learning experiences. Teachers should ask students to symbolize the meaning of the text by drawing some sketches in order to achieve the successful use of this strategy (Berghoff, Egawa, Harste & Hoona, 2000). Not only does it help to improve students' listening comprehension, but it can also enhance their critical thinking skill. Sketch-to-stretch strategy can deepen students' understanding of text's

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elements since they are encouraged to express and discuss about literary elements such as character, theme, and conflict (Whitin, 2002). This is also supported by a previous study (Sayang, Sofian & Wijaya, 2014) which found that this strategy helped the students to comprehend the text given deeper.

Based on the previous studies mentioned above, the writer conducted a study investigating the use of sketch-to-stretch strategy to improve students' listening comprehension. The objective of the study was to investigate whether or not there was any significant difference in listening comprehension achievement before and after the students were taught by using Sketch-to-Stretch strategy. The study also aimed to find out whether or not Sketch-to-Stretch strategy could actually improve students' listening comprehension achievement.

**METHOD**

The study used a quasi-experimental method with pre-test and post-test non-equivalent control group design. Two groups were involved, namely experimental and control group. Both groups were given pre-test and post-test. The experimental group was taught by using Sketch-to-Stretch strategy while the other group was not.

**Respondents**

The population was the eleventh grade of SMAN 18 Palembang with the total number was 265 students. Two classes were picked by conducting purposive sampling, XI Natural Science 5 as the experimental group and XI Natural Science 2 as the control group.

**Data Collection**

Listening test was used in collecting the data needed. There were 48 questions in the form of multiple choices. Before giving the test to the sample, the test was given to the expert to seek whether it was already appropriate to be tested or not. Then, it was test to the 31 non-sample students. Based on the try out, the test was considered reliable since the reliability was 0.883 which was higher than 0.7, hence it was considered reliable.

**Data analysis**

In analysing the data, paired sample t-test was conducted to find out whether or not there was significant difference between before and after the students in the experimental group were taught by using Sketch-to-Stretch strategy. Independent sample t-test was also conducted to investigate whether or not there was a significant difference between the students who were taught by using the strategy and those who were not.

**FINDINGS AND DISCUSSION**

**The result of pre-test and post-test**

The pre-test and post-test results from the experimental and control groups were assorted into very good (86-100), good (71-85), average (56-70), poor (41-55) and fail (<40). The score distribution of the students' pre-test and post-test of both groups can be seen in Table 1 below.

Table 1. The Score Distribution of Experimental and Control Group

Group	Category	Pre-test		Post-test	
		N	%	N	%
Experimental Group	Very good	0	0	12	40
	Good	14	46.67	18	60
	Average	12	40	0	0
	Poor	4	13.33	0	0
	Fail	0	0	0	0
<b>Total</b>		<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>
Control Group	Very good	0	0	1	3.57
	Good	13	46.63	14	50
	Average	13	46.43	13	46.43
	Poor	2	7.14	0	0
	Fail	0	0	0	0
<b>Total</b>		<b>28</b>	<b>100</b>	<b>28</b>	<b>100</b>

Table 1 showed that in the pre-test of the experimental group, there were 14 students (46.47%) in good category, 12 students (40%) in average category and 4 students (13.33%) in poor category. No one was in very good and fail category. Then in the post-test, there were 12 students (40%) in very good category and 18 students (60%) in good category. In the pre-test of the control group, there were 13 students (46.43%) in good category, 13 students (46.43%) in average category and 2 students (7.14%) in poor category. Next, in the post-

test, only one student (3.57%) was in very good category, 14 students (50%) were in good category and 13 students (46.43%) were in average category.

### Paired Sample t-test

Paired sample t-test was conducted to investigate the results of pre-test and post-test in each group. The results could be seen in Table 2 below. In the experimental group, the mean of post-test (83.33) was higher than the mean of pre-test (67.87). The t-obtained of the experimental group was 11.552 and the  $p$ -value was 0.000. At the significance level of 0.05 (two-tailed), the  $p$ -value (0.000) was lower than 0.05. Therefore, the null hypothesis ( $H_0$ ) was rejected while the alternative hypothesis ( $H_a$ ) was accepted. Thus there was a significant difference in listening comprehension achievement before and after the students taught by using Sketch-to-Stretch strategy.

Table 2. The Result of Paired Sample t-test

Group	Test	Mean	Std. Dev	Std. Error Mean	t	df	Sig.
Exp. Group	Pre-test	67.87	10.102	1.844	11.552	29	0.000
	Post-test	83.33	8.142	1.487			
Control Group	Pre-test	67.86	8.657	1.636	2.015	27	0.054
	Post-test	71.14	8.665	1.6338			

In the control group, the mean of pre-test was 67.86 and the mean of post-test was 71.14. The t-obtained of this group was 2.015 and the  $p$ -value was 0.054. Since the  $p$ -value (0.054) was higher than 0.05, there was no significant difference in listening comprehension achievement of the control group.

### Independent Sample t-test

The writer used independent samples t-test to determine whether or not there was any significance difference in between students who were taught by using Sketch-to-Stretch strategy and those who were not which the result could be seen in Table 3 below.

Table 3. The Result of Independent Sample t-test

Group	N	Mean	Std. Dev	Std. Error Mean	t	df	Sig. (2-tailed)
Exp. Group	30	83.33	8.142	1.487	5.524	56	0.000
Control Group	28	71.14	8.665	1.638			

The results of independent samples t-test showed that t-obtained was 5.524 and the  $p$ -value was 0.000. Since the  $p$ -value (0.000) was lower than 0.05, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Thus, there was a significant difference in listening comprehension between the students who were taught by using Sketch-to-Stretch strategy and those who were not.

Based on the findings above, some interpretations could be made. Firstly the students of the experimental group made progress in their listening comprehension achievement after they received treatment. The mean of post-test (83.33) was higher than the pre-test (67.87). The results of paired samples t-test where the  $p$ -value was lower than 0.05 ( $0.000 < 0.05$ ) indicated that there was a significant difference between before and after they were taught by using Sketch-to-Stretch strategy.

Second, Sketch-to-Stretch strategy was proved to be effective in improving students' listening comprehension achievement. It could be seen from the post-test results of experimental and control groups where the mean of the post-test of the experimental group was 83.33 and of the control group was 71.14. It showed that the experimental group performed better than the control group. The results of independent sample t-test indicated that there was a significant difference in listening comprehension achievement between the students who were taught by using Sketch-to-Stretch strategy and those who were not.

Based on the findings and statistical analyses above, it could be assumed that the use of Sketch-to-Stretch strategy was effective in teaching listening comprehension. The study conducted by Sayang, et al (2014) showed that this strategy could attract students' attention yet help students to comprehend the texts better. Sketch-to-Stretch strategy could drag students into an engaging group discussion when they discussed about the meaning of the text (McBride, 2013). This strategy could also drag students into a pleasure teaching and learning process, "Students expressed enjoyment when given the opportunity to display their knowledge and understanding in a



different way while using different materials.” (Mathieson, 2015, p.18). Hence, the strategy could be an interesting strategy to use in the classroom.

Sketch-to-Stretch strategy was applied by asking the students to sketch the meaning of the text. The students were really attracted with the sketching part because they could express their ideas through simple drawing. By asking the students to sketch the meaning of the text, it could not only help them comprehend the text but also help students build their critical thinking since they were asked to symbolize the whole text with one sketch only.

Nonetheless, the writer had some difficulties in conducting this study. First, the students had poor listening skill. At the very beginning, the writer played the recording and the students admitted that they did not understand the spoken text. Thus, the writer must have played the recording three times and asked the students to move forward and in order to help the students understand the text. Second, the students did not know what to do when it came to the sketching part. They admitted that they slightly understood the text but did not know how to express it into one sketch. In helping the students to get over the problem, the writer gave the model of this strategy at first. The writer asked the students to imagine the meaning of the text then put their visual imagination into one sketch. After all, the students were still not confident to sketch their ideas due to their inability to draw well. The writer told the students that the sketch was not supposed to be in perfect line and there would not be right or wrong sketch. The next problem was that some students were less participated in the group discussions. There were times when the students were put into some groups and asked to discuss about the text. Unfortunately, not all the members of the group participated on the group discussion. So that the writer observed every group and encouraged them to work together.

## CONCLUSION

In conclusion, it could be assumed from the findings and interpretation that Sketch-to-Stretch strategy could be an alternative strategy in teaching listening comprehension to the eleventh graders of senior high school. It was proved by the score from the experimental group where there was a significant difference between before and after the students were taught by using Sketch-to-Stretch strategy. Moreover, from the results of independent Samples t-test, there was a significant difference between the students who were taught by using this strategy and those who were not.

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