

**THE USE OF SKETCH TO STRETCH STRATEGY
IN TEACHING READING COMPERHENSION
ON DESCRIPTIVE TEXT**

(Quasi experimental reseach at the second grade SMP N 8 Kota Serang)

A PAPER

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In the research, "Narrative Text" collected data about reading fluency; "Multidimensional Fluency Scale" measured reading prosody skills; and "Reading Comprehension Test" was used to determine the reading comprehension levels. According to the findings, the students were generally divided into two groups: those whose mother tongue is Turkish, and those who is Kurdish. Recent developments in English language teaching and learning have heightened the need for the use of tasks to foster second language (L2) learning. Central to task-based interaction is the repetition of the same task. Task repetition (TR) stimulates cognitive skills for speech learning and functionality. People usually start learning to read orally. In teaching a foreign language in school both ways should be developed. Pupils assimilate the graphic system of the target language as a means which is used for conveying information in print. They develop this skill through oral reading and silent reading. Post-reading to check comprehension. Reading activities that are meant to increase communicative competence should be success oriented and build up students' confidence in their reading ability. Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information. Looking at pictures, maps, diagrams, or graphs and their captions. Talking about the author's background and usual topics. How should research in teaching reading comprehension proceed? . . 55. A. Methodological Issues . . . How should research in teaching reading comprehension proceed? Yet, examining results of inter-vention studies which make use of specific strategies intended to activate or build readers' background knowledge, one is confronted with a rather fragile generalization: namely, whatever positive effects these strategies may have, in general their effects tend to vary considerably across such variables as texts, teachers, and readers.