CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

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Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat-syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

Petunjuk Penulisan Cakrawala Pendidikan

1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987)*
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

   Anderson, D.W., Vault, V.D., dan Dickson, C.E. 1993. *Problem and Prospects for the Decades Ahead: Competency Based Teacher Education.* Barkeley: McCutchan Publishing Co.

   Huda, N. 1991. *Penulisan Laporan Penelitian untuk Jurnal.* Makalah disajikan dalam Loka Karya Penelitian Tingkat Dasar bagi Dosen PTN dan PTS di Malang Angkatan XIV, Pusat Penelitian IKIP MALANG, Malang, 12 Juli.

   Prawoto, 1998. *Pengaruh Pengirformasian Tujuan Pembelajaran dalam Modul terhadap Hasil Belajar Siswa SD PAMONG Kelas Jauh.* Tesis tidak diterbitkan. Malang: FPS IKIP MALANG.

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   Zainuddin, M.H. 1999. Meningkatkan Mutu Profesi Keguruan Indonesia. *Cakrawala Pendidikan.* 1 (1):45-52.

8. Pengiriman Artikel via email ke hudaferi@gmail.com paling lambat 3 bulan sebelum bulan penerbitan.

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Daftar isi

THE EFFECTIVENESS OF KWL METHOD WITH FOCUSKY IN THE TEACHING READING FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstrak : Saat ini, metode konvensional diketahui sebagai metode yang membuat peserta didik pasif dalam proses belajar. Selain itu, peserta didik tidak berantusias dalam membaca sebuah teks karena mereka minim akan motivasi disaat guru menggunakan metode konvensional. Berdasarkan hal tersebut, peneliti memilih metode pembelajaran kooperatif yang membuat peserta didik sebagai pusat pembelajaran dan didukung oleh media agar memotivasi mereka. Salah satu halnya adalah KWL (Mengetahui, Keinginan, Belajar) dengan Focusky. Peneliti berkeinginan untuk menemukan keefektifan dari KWL (Mengetahui, Keinginan, Belajar) dalam pembelajaran membaca teks recount.

Kata Kunci : *KWL, focusky, mengajar membaca, teks recount*

Abstract : Now days, conventional method known as a method that makes students passive in the learning process. Besides, students are not enthusiast in reading a text because they are lack of motivation when the teacher using conventional method. Assuming this case, the researcher choose the cooperative learning method that made the students as the center in learning process and the media that supposedly can give them motivation. It is KWL (Know, Want, Learned) with Focusky. She wants to find out the effectiveness of KWL (Know, Want, Learned) in the teaching reading recount text.

Key Words : *KWL, focusky, teaching reading, recount text*

INTRODUCTION

English is an international language which is important for humans in all over the world. English also has been used widely in economic, politic, and scientific as well as the main tool of communication and build relationship in media such as internet, television, radio and even newspaper. So that by learning English will have access to enter the activities from all over the world without difficult to get a good conversation. It means that English is really important for communication in the world, especially in Indonesia which English become the second language as a foreign language.

In English learning, there are some skills that should be mastered to reach the best score in English. The students must be mastered of listening, speaking, reading and writing. No wonder if the researcher chose reading skill as the main focus in this research. Because in Indonesia, reading skill is low, they should be increase their reading skill through material of reading which has many benefits. The teacher should make them understand what reading is and show them an appropriate method to

support it. The familiarity is GTM (Grammar Translation Method). It is a traditional method that students only focus on learning the rules of grammar and vocabulary of the target language.

According of ***Brown*** (1986:4) stated "this method has until very recently been so stalwart among many competing method. It does virtually nothing to enhance a student's communicative ability in the language".

The method requires that the students translate whole text word for word and memorize numerous grammatical rules and exceptions as well as vocabulary list. The teacher is the center of learning. The goal of this method is to enable students to read and translate literary master pieces and classics. In this method, students can be learned what the teacher' say in the classroom. To overcome that problem the researcher chooses KWL (Know, Want, Learned). It can facilitate the students to be creative and innovative on reading skill.

KWL method (***Ogle***, 1986) is an instructional reading strategy that is used to guide the students through a text. The letter K-W-L are acronym for what we know, what we want, and what we learn. The students begin by brainstorming everything they know about the topic. This information is recorded in the "K" column of KWL. Students generate a list of questions about what they want to know about the topic. These questions are listed in the "W" column. Finally, all the things from what they have learned is recorded in the "L" column.

This strategy will be effective if it can combine with a supporting media the named is Focusky. It can give a new version for presentation. It not only sharpens the teachers' creativity during productions but also give a new style for presentation well. By using this media, it can build the students comprehension and enthusiast how to observe and searching their thinking on what they read in a group or individually.

Teaching Reading

Based on ***Harmer*** (1991:190) says "Reading is an exercise dominated by the eyes and brains. The eyes receive message and the brain has to work out the significant of the message, unlike listening task, reading moves at speed of the reader to decide how fast he want read the text, whereas

Reading is the process of constructing meaning from written texts. Despite its importance, for many years, teaching reading has been undervalued and English language teacher have continued to teach reading just as repetition of drills or memorization of some words and sentences. According to ***William*** (1984:486) reading can be point as four step process. The four steps are interrelated to other, they are : a. Word perception, the ability to recognize a point. b. Comprehension, the ability to infer ideas from words. c. Reaction, a step in which the reader interacts intellectually and emotionally. d. Integration, absorbing the ideas in context of one's personal background.

It can conclude that, reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. During this

processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words.

Type of Reading

There are two types of reading based on the purpose, they are : (a) Extensive Reading. Extensive Reading is the reading manner which is done toward many texts in short time. (b) Intensive Reading. Intensive Reading is the reading manner which is done exactly toward the details of the text or the reading materials.

Osnova (2011) state that there are the following types of reading and the corresponding types of activities to develop the corresponding reading skills: (a) Skimming reading : reading to confirm expectation; reading for communicative task. (b) General reading or scanning : reading to extract specific information; reading for general understanding. (c) Close reading or searching reading : reading for complete understanding; reading for detailed comprehension.

Recount Text

Recount Text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Recounts can also include the speaker's or writer's personal thoughts on the event or topic. Recounts are written in the past tense because they tell about something that has already happened. When writing your own recount, it is important to write everything down in the order that it happened. Use words that show when

something happened as well as action words to tell how it happened. You may also include other people's opinions or quotes on the topic or event.

KWL METHOD

Carr and Ogle (1987) revised that the method into KWL scheme, short for Know, Want and Learned plus mapping and summarizing. The supplemented KWL method with mapping and summarizing strategies for use in content text area. These additions to KWL method were helpful for remedial and non-remedial high school students, guiding them in advanced reading.

Later, *Ogle* (1992) futher developed his KWL method in combination of 5W questions. The method created an instructional framework where the students list, such as : a. What is the concept; b. What I know about; c. What I want to know; d. How I find out; e. What I have learned. The students begin by brainstorming everywhere they Know about the topic. The relevant information is recorded in the K column of the KWL scheme. The students then generate list of question about what they Want to know about the topic. These questions are listed in the W column. During or after reading, the students is recorded in the L column.

Advantages and Disadvantages of KWL Method

(a) It is appropriate for all education levels from beginners up to advanced. (b) It can be used for all skills but is most suitable for reading skills. (c) It helps students to monitor their comprehension and knowledge. (d) It encourages students to do critical thinking. (e) It makes teacher and

students become more interactive in the teaching and learning process.

Disadvantages of KWL are as under : (a) It is difficult for students with no prior knowledge. (b) It takes time to complete. **(c)** It is not appropriate for readers who are not active thinkers. **(d)** The students will give up and get bored easily.

GRAMMAR TRANSLATION METHOD

Grammar Translation Method is an approach, which emphasizes the rules merely and translates the text into native language. In line with this theory, *Jack C Richard* (1996:34) state that Grammar Translation Method is an approach of studying a language through detailed analyses first grammar rules then followed by application of knowledge to the task of translation sentence and text into and of the native. Additionally, according to *Flamberg* (1968:15) Grammar translation method is the teaching through the knowledge of foreign language grammar.

Advantages and Disadvantages of Grammar Translation Method

(a) It is an easy method. In this method the child proceeds from the known to unknown. He already knows his mother tongue and now he learns the English equivalents. (b) It helps in building vocabulary. Grammar Translation Method helps in the rapid expansion of vocabulary of the students as it avoids difficult definitions or lengthy explanations. The vocabulary is economically and effectively acquired. Students get the exact meanings of words.

Disadvantages of Grammar Translation Method

(a) It makes the student a passive listener. In the translation method the student isn't an active participant in the teaching learning process. He is passive listener. (b) It is uninteresting. Translation method is dull and mechanical. It is bookish. No aids are used to make lessons interesting. It reduces the learning of a living language to that of a dead language. (c) It saves teacher's labor. The teacher finds it very easy to prepare his lesson. He has not to think of the ways and means to explain new words. It doesn't require the teacher to make use of audio-visual aids.

FOCUSKY

Focusky is an effective communication and presentation software that help you to express your mind and be amazed with results. Unlike slides, Focusky uses an open canvas to make you freely present your ideas. You can easily get started with creating new project, adding diverse elements and adding wonderful animation effect and publishing online or offline. The compelling animated presentation can be shared to social media, mobile devices for viewing anytime and anywhere. With Focusky, creating an awesome presentation to present your idea better and make your audiences understand and remember your message better.

Advantages of Focusky

(a) Vivid slide presentation will inspire audience. (b) Zoom and slide to focus on all important details in the presentation. (c) Publish in HTML version presentation and upload to the server

for online viewing which will be convenient to show the business presentation, even without any portable storage devices as USB storage or laptop.

RESEARCH DESIGN

This study is experimental research design. The data used in this study is interval data because they are taking from student's score of test. This research aimed to investigating the effectiveness of KWL method with focusky presentation in the experimental group, compared to the control group utilizing Grammar Translation Method. Meanwhile, The research method of this study is quasi-experimental applying non- randomized control group pre-test and post-test control design. The non-randomized control group, pre-test and post-test design is a good second choice when random assignment of subject group is not possible (Ary; 2010).

There are some reasons for taking this design : a. The research was conducted without changing the setting of the class, the observed classes were not changed in their characteristics and setting. b. The two classes used in this research have been separated long before conducts the research by considering the sampling technique. c. The research was executed using the time schedule of the teaching arranged by the school as before.

This quantitative experimental research consists of three steps. The first step is pre-test, the second step is the treatment and the last is posttest. This research needed two groups to apply, one as an experimental group and the other one is the control groups. The researcher acted as

the teacher in giving treatment of KWL used focusky presentation and the researcher only gave the pretest and posttest in control group. The experimental group would receive the treatment while the control group would not.

Variable of the Research

Ary (2010) stated that a variable is a construct or a characteristic that can take on different values or scores. However, related to hypothesis of this study there are only two variables observed. They are dependent and independent variable. The independent variable was using KWL method was using Focusky Presentation to improve reading skill, while the dependent variable was the student's reading achievement present by their scores at the end of the treatment by using those two teaching methods.

Treatment

Treatment in experimental design is one of the activities that applies the technique to get result. The treatment variable in some experiments consists of instructional material and time allocation than a teaching technique. The quasi-experimental research is conducted to know the effect of different treatment of teaching to the control group and the experimental one with different teaching technique. The experimental group would be taught using Information KWL with Focusky Presentation and GrammarTranslation Method as a control group.

Time Allocation

The duration in this experiment was 2 x 45 minutes in each meeting. The experimental group needs 5 meetings and the control group needs 4 meetings to finish this experiment. This experiment was held

in the second semester at the academic year of 2017/2018.

Population

According to Ary, et al (2010:148) population is defined as all members of any well-defined class of people, events, or object. Population is all of the research subject. The population of the study is all of first year students of SMPN 2 Talun that consists of 29 classes, each class consists of 23-25 students.

Validity

According to Ary (2010) validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extend to which instrument measured what it claimed to measure, the focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from instrument. This study does not include the traditional formula to measure it since she uses Pearson Correlation to measure the test validity and Cronbach Alpha to measure reliability of the reading test. All of them are measured statiscally using SPSS Version 20.

Reliability

A reliable test is a test which would provide a consistent set of scores for a group of individuals. Reliability is a necessary but not sufficient condition for validity. A test which provides totally inconsistent result cannot possibly provide accurate information about the behavior being measured. The reading test is measured its reliability to know the preciseness of the language skill assessment result in representing the actual level of the reading skill of the examinees (the students). It can be seen from the result whether it precisely represents the true level of the skill being assessed or not. To measure it, this study uses Cronbach's Alpha coefficient.

Method of Collecting Data

The researcher uses multiple choice and item total correlation test for it enables to measure the effectiveness of the specific learning objectives. She gets the scores from the students through multiple choice which has fulfilled the validity and reliability.

Pre-test

Pre-test of design method was used before researchers are determining which group that will be chosen to receive a treatment. The first step is giving a passage for students to read manually, then students answer questions that have been provided by the content of passage. This is to find out how students' understanding of the content of passage.

Treatment

The treatment of design method by using quasi-experimental, we compare two groups and each group will receive different treatment. The researchers use one treatment to improve reading skill through KWL with Focusky application software.

Post-Test

Posttest is a test that is given after a treatment. It aims to find out how far which the results of the treatment that has been done for students.

Techniques of Analyzing Data

Non-randomized pretest-posttest control group design is used in this research. Therefore, the researcher applies

ANCOVA formula to prove the hypothesis as suggested by Pallant (2000). She stated that ANCOVA can be used when you have two group pretest/posttest designs (e.g., comparing the impact of two difference interventions before and after measure of the groups). Further he said that the scores on pretest are treated as a covariate to control for preexisting differences between groups. ANCOVA is also handy when random assignment of subjects to the different groups is impossible, but existing groups are used. As these groups may differ on a number of different attributes, ANCOVA can be used in an attempt to reduce some differences of these (Stevens, cited in Pallant, 2000).

CONCLUSIONS

The conclusions are presented in accordance with the problem, objective, and the hypothesis of this study stated in previous chapter. The researcher got the following conclusion concerning the research method. Here are the conclusions: First, based on the statistical analysis, the data taken from Method*Pretest, the significant value is 0.504 which is much greater than 0.05. It means the scatter plots of each groups on the graphic of testing of linearity showed that linier (straight-line) relationship for each group and not a curvilinear relationship that is why it could be said that the assumption of the linearity is not violated. Based on this ANCOVA finding, the further analysis can be preceded.

Second, based on ANCOVA the result of the analysis indicate that the null hypothesis saying that both methods (KWL and GTM) are equal should be rejected, $F (1.43) = F\ 20.572$, $P (0.000) < 0.05$.

Third, the learning method by using KWL is proved more effective in the teaching reading on recount text in the eighth grade students of SMPN 02 Talun. From the statistical point of view, the finding of the research showed that statistically the students taught using KWL with Focusky showed significant higher achievement than those taught using GTM. Furthermore, it can be seen from the differences between the adjusted means for two groups, which are reported in the Estimated Marginal Means Table as 63.878^a for the students KWL, and 58.730^a for the students taught using GTM.

SUGGESTIONS

From the conclusion above, it can be seen that the teaching and learning reading using KWL using Focusky is effective because it can help the students in comprehending a story if they are lack in reading. Beside the students can understand the content of English, they can comprehend the story by the explanation in the Focusky application software**.**

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