

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

The Effectiveness of KWLH with Edraw-Max in the Teaching Reading Descriptive Text for Junior High School Students

Penerapan *Treffinger* Berbasis *Realistic Mathematics Education* (RME) pada Materi Lingkaran untuk Meningkatkan Kemampuan Pemecahan Masalah Siswa

The Effectiveness of Mind Mapping in Teaching Writing Recount Text on the Seventh Grade Students of SMPN 3 Kedungwaru in Academic Year 2018/2019

Pengaruh Kompensasi, Kepemimpinan dan Kompetensi terhadap Kinerja Pegawai KPU Kabupaten Tulungagung

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Peran Guru di Era Revolusi Industri 4.0

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Profil Penalaran Siswa MTs Al Muslihuun pada Materi Peluang Berorientasi Pendekatan *Metaphorical Thinking* Ditinjau dari Kemampuan Matematis

Hubungan Pendidikan Karakter dengan Kecerdasan Intelektual dan Kecerdasan Emosional

PQRST Method in the Teaching Reading on Hortatory Exposition Text

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Ketua Penyunting

Feri Huda

Wakil Ketua Penyunting

Saiful Rifa'i

Penyunting Pelaksana

Udin Erawanto

Suryanti

Annisa Rahmasari

Penyunting Ahli

Miranu Triantoro

Riki Suliana

Khafid Irsyadi

Pelaksana Tata Usaha

Kristiani

Suminto

Sunardi

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THE EFFECTIVENESS OF KWLH WITH EDRAW-MAX IN THE TEACHING READING DESCRIPTIVE TEXT FOR JUNIOR HIGH SCHOOL STUDENTS

Annisa Rahmasari
Annisarahmasari87@gmail.com
STKIP PGRI BLITAR

Abstrak: Penelitian ini mengkaji tentang keefektifan metode KWLH dengan *Edraw-Max* pada pengajaran pemahaman membaca teks deskriptif. Penelitian Semu sebagai bagian dari penelitian kuantitatif digunakan dalam penelitian ini. Data diperoleh dari *pre-test* dan *post-test*. Objek penelitian merupakan 62 siswa kelas 7 dimana satu kelas menjadi kelas eksperimen yang menggunakan metode KWLH dengan *Edraw-Max* dan satu kelas lain menjadi kelas kontrol yang menggunakan metode GTM. Berdasarkan hasil penelitian, penggunaan metode KWLH dengan *Edraw-Max* efektif dalam pengajaran pemahaman membaca teks deskriptif.

Kata Kunci: *KWLH dengan Edraw-Max, membaca, teks deskriptif.*

Abstract: This study was focused on the effectiveness of KWLH with *Edraw-Max* in the teaching reading descriptive text. A quasi experimental design as a part of quantitative research was employed in this study. The data were obtained through the pre-test and post-test. The sample was 62 students of seven graders. One class as an experimental group in which KWLH with *Edraw-Max* was applied and one class as a control group which used GTM method. In the findings, it was shown that the use of KWLH with *Edraw-Max* was effective in the teaching reading descriptive text.

Key Words: *KWLH with Edraw-Max, reading, descriptive text.*

INTRODUCTION

In English, there are four skills that should be mastered for Junior High School students, they are: listening, speaking, reading, and writing. The reading skill becomes very important in educational scale of Indonesia. According to Pintrich et. al which cited in Hamid stated that “Reading is a crucial skill for professional successful and academic

learning”. So that, from the quotation from Pintrich et. al reading is something that important and indispensable for the students because of the successes of their study depends on the greater part of their ability to read. Therefore, students need to be exercised and treated well in order to gain a good score of reading skill. If their reading skill is poor, probably they get fail

in fulfilling the learning mastery or even they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a bigger chance to succeed in their study. However, does the-reading technique suit interested by the learner? Does it appear joyful and delightful to his emotional level? According to Mackey cited in Affandi (2013: 2) says that “The more emotion the reading arouses, the deeper the impression on the learner and the longer will he remember and more quickly recall the stories and their language”. So those as a language teacher we must make a decision the best method to reach reading ability.

In this research, the writer used KWLH with Edraw-Max in the teaching of reading descriptive texts. KWLH is an instructional reading method to guide the students through the text and constructed an understanding in comprehend the text they have learned and read. An understanding of them can be measure when they fullfilling the KWLH scheme with they own ideas or words. It was developed by Ogle in 1986. According to Anderson cited in Ogle (1986: 564) Prior knowledge is extremely important in influencing how we interpret what we read and what we learn from reading”. So that, it is obvious that KWLH is the suitable and an appropriate method to make reading class more active and activate their prior knowledge.

REVIEW OF RELATED LITERATURE

The Definition of Reading

Anderson et.al, (1985) has defined that reading as the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information. It needs the good furrow between the reader and the main contents of text which we read. William (1984), “Reading is a process whereby one looks at and understands what has been read. Moreover, reading is eye working processes that information transfers into the brain for produce the information.

Purposes of Reading

These are some purposes of reading stated Cadlin and Hall in Erika Sinambela (2015: 15) as follows. (1) Reading to search for simple information and reading to skim. (2) Reading to Learn for Text. (3) Reading to integrate information, write and critiques texts. (4) Reading for general information.

KWLH Method in Teaching English Reading

K - Stands for helping students recall what they “*Know*” about the subject. **W** - Stands for helping students determine what they “*Want*” to learn. **L** - Stands for helping students identify what they “*Learn*” as they read. **H** - Stands for “*How*” we can learn more (other sources where additional information on the topic can be found). Thus, KWLH can be defined as the science of teaching,

which the aim is to activate the student's prior knowledge to construct the meaning in comprehending the text. even This method was developed by a Oglesince 1986

The method is based on the power of compehending the text and activates the prior of knowledge after they have already read the passage in learning. David. C cited in Erika Sinambela had stated that "K-W-L is a strategy" that models the active thinking needed when reading a text".

In applications of KWLH in foreign language learning, Sumardiono experimented with local descriptive text using Facebook media to enhance student's share through social media. Some of the classroom methodology was not particularly unique. The primary difference lay in a significant proportion of activity carried out in joyful and delightful class and there is no bored reading activity anymore.

RESEARCH DESIGN

This study is an experimental research design applies the quantitative research for it concerns with certain numbers of variable and numerical data. This design is used to identify and to investigate the effectiveness of KWLH with Edraw-MAX on Student's Reading Comprehension in Descriptive Text. It is also to describe the situation and the condition in the classroom when the English teacher teaches the material to the students by using

KWLH method. Meanwhile, the data used in this study is interval data because they are taken from students' scores of reading test.

The research design of this study is quasi-experimental design that applying the nonrandomized control group, pretest-posttest design. Ary (2010: 318) state that the nonrandomized control group, pretest-posttest design is a good second choice when random assignment of subjects to groups is not possible. The researcher taking this design with some reasons as follows:

First, the research was conducted without changing the setting of the class. Second, the research was executed using time schedule of the arranged by the institution as before. Third, The researcher creates the natural condition of the class to avoid the student to feel being observed which cause the extraneous variable. Last, the two classes used in this research have been separated long before the researcher conducts the research.

This study is due to find out the effectiveness of two teaching method, KWLH method and GTM method in the teaching and learning process. The researcher asks the English teacher to give chance in applying both methods and gets result from students' achievement after the teaching and learning process of reading of descriptive text using KWLH method.

When conducting the research, it divides the subjects into two classes.

One class as the control group (8E) was taught using GTM method while the other (8D) as the experimental group was taught by using KWLH with Edraw-Max.

Variables

Variable is a construct or a characteristic that can take on different values or scores. Researchers study variables and the relationships that exist among variable (Ary, 2010: 37). While others people define variable as the characteristic of research object from which data can be observed and measured.

Variables can be classified in several ways, according to Ary (2010), there are four types of variable, namely, categorical, continuous, independent, and dependent variables. However, related to the hypothesis of this study there are only two variables observed. They are independent and dependent variables. The independent variables are KWLH method and GTM method while the dependent one is the students' achievement presented by their scores at the end of the treatment using those two teaching method.

Treatment

Treatment in experimental design is one of the activities that apply the method 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 KWLH method and the control group would be taught using GTM method.

Instructional Material

The instructional material that was used by researcher for two group are same in the material. The materials of this experimental study are taken from students' handbook, students' English worksheet, some text from media available to be used for the students and some English books related with the student's materials.

Time Allocation

The duration in this experiment was 2 x 45 minutes in each meeting. The experimental group needs 6 meetings and the control group needs 6 meetings to finish this experiment. This experiment was held in the first semester at the academic year of 2017/2018.

Population

Frankel and Wallen (2009: 90) state that the larger group to which one hopes to apply the results is called the population. In other words, population is a large group with certain characteristics determined by the researcher from which the generalization is made of defined.

The target population in this study is all of first-grade students in SMPN 09 Blitar that consist of 8 classes. The number of all class is 240 students. Of course the researcher will not observe all of the populations. To be more efficient and not to take a lot of time, the

researcher took two classes for the sample to collect the data.

Sample

Charles (1995: 96) cited in Affandi defines a sample as a small group of people selected to represent the much larger entire population from which is drawn. Here the two classes comprising 62 students as the sample of this research. It is divided into two groups, 30 students are taken from class 8E as the control group and 32 students are taken from class 8D as the experimental group. Those two classes will be given a pretest to measure the homogeneity of the class.

Instrument

Generally, the whole process of preparing to collect data is called instrumentation. In this study, the instrument used is test. The test is in the form of multiple choice assessment. There are at least two requirements to make a good test, namely, validity and reliability.

Ary (2010: 224) states that two very important concepts that researchers must understand when they use measuring instruments are validity and reliability.

Validity

Validity is an important key to effective research Ary (2010: 105). This validation must be conducted to gain the valid data, because one of the requisites a good test was valid. To measure the validity of an instrument, the researcher applied the Pearson Correlation to measure the test validity and Cronbach Alpha. The reading tests are validated using

content validity. Content validity measures the appearance of the tests in the curriculum content.

Besides, in this research, it also uses empirical validity. This kind of validity is to present when one measurement or set of data can predict another by occurred at a later time. In this study uses factorial analysis which the scores of every number of the test were correlated with the total scores. The researcher does not include the traditional formula to measure it since the researcher uses Pearson Correlation to measure the test validity and Cronbach Alpha to measure reliability of the reading test. All of them are measured statistically using SPSS Version 20.

Reliability

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring Ary (2010: 236). 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 results cannot possibly provide accurate information about the behavior being measured. Thus low reliability can be expected to restrict the degree of validity that is obtained, but high reliability provides no guarantee that a satisfactory degree of validity. Note that reliability refers to the nature of the test scores and it is not to the test itself. Any particular test has a number of different

reliabilities, depending on the group involved and the situation in which it is used.

Furthermore, 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, the researcher uses Cronbach's Alpha coefficient.

Method of Collecting Data

The data are collected by using test. In this research, the researcher used multiple choice tests. These tests are used to measure the student's mastery in English. In the experimental and control groups the students were given a test to know the achievement of the students and how far the instructional objectives could be reached.

Pre-test

Before the teacher teaches the material using KWLH method with Edraw-Max to teach reading descriptive text, the teacher gives pre-test to control group and experimental group. The main purpose of the pre-test is to know the ability of the students.

Treatment

The treatment of design method by using quasi-experimental, we compare two groups and each group will receive different treatment. The experimental group will treat using KWLH with Edraw-Max and the control group will treat using

Grammar Translation Method (GTM).

Post-test

Its purpose of doing the post test is to investigate the effect of both methods to the students' achievement in reading comprehension. Finally, the score obtained in the post test is analyzed.

Data Collection

This study is trying to find out the effectiveness of the used KWLH method in Reading Descriptive text in the classroom. In this research, there are two kinds of test, namely, pretest and posttest. These tests are used to know the ability of students' achievement after they are taught KWLH and GTM. The form of test is multiple choice assessment which is used by teacher to give concerned in detailed description of performance. Before they do the test, the researcher gives them short instruction and explanation in order that they really understand what to do.

Method of Analyzing Data

The data are collected by using test. In this research, the researcher used multiple choice tests. These tests are used to measure the student's mastery in English. In the experimental and control groups the students were given a test to know the achievement of the students and how far the instructional objectives could be reached.

CONCLUSIONS

The conclusions are presented in accordance with the problem,

objective, and the hypothesis of this study stated in previous chapter. It gets the following conclusion concerning the research method. Here are the conclusions:

First conclusion, based on the statistical analysis discussed in chapter IV, the data taken from method*pretest, the significant value is 0.288 which is much greater than 0.05. It means the scatter plots of each groups on the graphic of testing of linearity showed that linear (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 conclusion, based on the ANCOVA Table 4.3 (labeled Technique on the SPSS output) showed the result of the analysis indicate that the null hypothesis saying that both methods (Grammar Translation Method and KWLH method) are equal should be rejected, $F(1,60) = F 48.088$, $P 0.000 < 0.05$.

Third conclusion, the learning method by using KWLH with Edraw-Max is proved more effective in the teaching reading comprehension at the first year students of SMPN 9 Blitar. From the statistical point of view, the finding of the research showed that statistically the students taught using KWLH with Edraw-Max showed significant higher achievement than those taught using Grammar Translation Method. 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 71.268 for the students KWLH with Edraw-Max, and 61.272 for the students taught using Grammar Translation Method.

SUGGESTIONS

From the conclusions above, the researcher gives suggestion as follows:

The Suggestions are giving for the several scale.

For the Teachers

Because of the most teacher in Indonesia using the oldest method which make the teaching learning activity is not effective, it means to make the activity more effective of improving the students reading comprehension skill, the teacher should change or find a new method to an innovative method in teaching reading comprehension, the one is KWLH with Edraw-Max.

For the Students

To get understanding the reading material for students, it suggest for Junior High School is using KWLH with Edraw-Max in teaching learning. Because KWLH is one the best-known study method for helping students understand the material.

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and Arts Education
Department, Teacher
Training Education
Faculty of Tanjungpura
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