

# CAKRAWALA PENDIDIKAN

## FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

**The Effectiveness of Story Completion Technique in Teaching Narrative Speaking for SMA Students**

**Analisis Kemampuan Kognitif Mahasiswa pada Mata Kuliah Teori Bilangan**

**Collaborative Writing Using *Google Docs*: A Learning Model to Help the Students in Being Better Writers**

**Pengembangan UMKM Melalui Strategi Membangun Jaringan Sosial  
(Studi pada Paguyuban Sari Roso di Desa Ploso-Selopuro Kabupaten Blitar)**

**The Effectiveness of KWL Method with Libre Office in the Teaching Reading for Junior High School Students**

**The Effectiveness of Numbered Head Together Method in the Teaching Reading on Narrative Text for Junior High School Students**

**Penerapan Pembelajaran Konstruktivistik dalam Meningkatkan Motivasi Belajar**

**The Effectiveness of Word Detective Strategy in Teaching Reading Using Kamusku for SMP Students**

**Menumbuhkembangkan Perilaku Sosial Melalui Jalinan Komunikasi dengan Teman Sebaya**

**Penerapan Pembelajaran Melalui Metode *Practice Think-Share Resitasi* pada Mata Kuliah Analisa Vektor Pada Mahasiswa**

**The Effectiveness of Reading Guide Using Wattpad in Teaching Reading for Junior High School**

**Analisis Kemampuan Mahasiswa dalam Menyusun Pembuktian pada Materi Ring**

**Audio Lingual Teaching as an Alternative Method in Teaching Speaking for Elementary School**

**Tradisi Kleduk Kleneng  
(Kajian tentang Nilai-Nilai yang Terdapat dalam Tradisi Kleduk Kleneng)**

**The Effectiveness of REAP (Read, Encode, Annotate, and Ponder) Method in Teaching Reading for Junior High School**

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# THE EFFECTIVENESS OF KWL METHOD WITH LIBRE OFFICE IN THE TEACHING READING FOR JUNIOR HIGH SCHOOL STUDENTS

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STKIP PGRI BLITAR

**Abstrak:** Membaca adalah salah satu keterampilan dasar bahasa yang penting. Membaca adalah keterampilan menerima yang melalui itu siswa dapat menerima informasi. Membaca adalah sesuatu yang dapat dilakukan oleh siswa sendiri dan itu sangat memperluas kosakata mereka, sehingga membantu mereka dalam berbicara (dan mendengarkan juga menulis). Itulah mengapa para guru harus menggunakan teknik yang tepat untuk membantu mereka meningkatkan kemampuan membaca mereka. Penelitian ini adalah penelitian eksperimental yang membandingkan metode KWL dengan Libre Office dan GTM untuk mengajar teks recount siswa kelas dua di MTs Ma'arif NU Gandusari.

**Kata Kunci:** Keefektifan, metode KWL, Mengajar Membaca, MTs Ma'arif NU Gandusari.

**Abstract:** Reading is one of the important basic language skills. Reading is a receptive skill through it the students can receive information. Reading is something that the students can do on their own and that greatly broadens their vocabulary, thus helping them in speaking (and listening also writing). That is why the teachers should use an appropriate technique to help them increase their Reading ability. This study was an experimental research compared KWL method with Libre Office and GTM to teach recount text for Second-Grade students in MTs Ma'arif NU Gandusari.

**KeyWords:** Effectiveness, KWL method with Libre office , Teaching Reading, MTs Ma'arif NU Gandusari.

## INTRODUCTION

English is one of important language, because it is the international language. English is also global language which is widely used by people all over the world.

English is the first foreign language in Indonesia. It has many important roles in the world such as international affairs, education, business, science and technology. There are four skills in learning

English. They are reading, speaking, listening and writing.

Reading skill is as the foundation of success in school learning and the key to achievement of potential after graduation. According to Komiyama (2009:32), "Reading supports the development of overall proficiency and provides access to crucial information at work and in school. In addition to the reason that reading takes part in almost all written tests, including National Examination in Indonesia, the students should have a good reading ability. Therefore, students in Indonesia also need to learn reading more in order to make their comprehension be better. According to David (2003:68) stated that reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that reading is not only the activity of reading some sentences, but also understanding the meaning. It means that reading is not only the activity of reading some sentences, but also understanding the meaning of the text. Then, reading competence can help student to develop their ability.

Commonly, teachers in Indonesia only use the conventional method. That is GTM. GTM (Grammar Translation Method) is a traditional method that students only focus on learning the rules of grammar and vocabulary of the target language. So that the effectivities of the students fell so

borring regarding the translation activities applied among the readers and the reading activities in from of. The reading materials seem to be difficult to comprehend for the student do not have interest in the materials. Beside, the students only have primitive time to read since they should always translate all the reading materials. To overcome that problem the researcher chooses KWL (Know, Want, Learn). It can facilitate the students to be creative and innovative on reading skill.

KWL method is intended to be an exercise for a study group or a class. That can guide you in reading and understanding in a text. K stand for Know, W stand for Will or Want, and L stand for Learned. In the other hand Ogle, (1986) is an instructional reading strategy that is used to guide the students through a text. The letters KWL 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. For example teaching reading Recount text by using KWL method. The writer notices that this method is less effective to help students comprehend the Recount text. In fact, the students still find difficulties to understanding the Recount text.

KWL method will be more effective if combine with various media such as media Libre Office. Libre Office is the most effective way to implement the media KWL in processed reading. In this research the researcher uses media Libre Office.

According to the background of the study above, the researcher does a research entitled, “ The Effectiveness of KWL Method with Libre Office in the Teaching Reading for Junior High School Students”.

The researcher believes that Information KWL method with Libre office could be used in the teaching speaking English for second-grade students of MTs Ma’arif NU Gandusari, because this technique can help students provide a high opportunity for extended speaking practice, represent real communication in motivation, and require sub-skills such as clarifying meaning and re-phrasing.

## **REVIEW OF RELATED LITERATURE**

### **Reading**

Below is the explanation about reading. The explanation includes the definition of reading, teaching reading, purpose of reading, types of reading, reading comprehension, and teaching reading.

### **Definition of Reading**

According to Harmer (1991:190), “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 to a text, reading moves at the speed of the reader to decide how fast he wants to read text, whereas listeners often have to do their best a text whose speed is chosen by speaker”. Osnova (2011) defines “reading is a skill which enables us to get a message; recognizing the written word (written symbols); grasping information from text”. Effective reading requires the reader to make accurate sense of the text by making inferences based on connections within and beyond the text (Snow, 2002).

The concepts seem to emphasize on two essential elements, the language it self and graphic symbolization need to present it. Throughreading comprehension learner can develop knowledge, science, technology, art, culture, and relation.

Moreover, reading is an important medium of communication. It means that, reading takes a big part in learning. When we learn something we have to read to comprehend it. Based on the definision above, the researcher concludes reading is one of an activities to undstanding the wrieten language. Reading is a process to find an information or get messages and knowledge from the wrieten text. Developing the reading with reading activity is ways to increase our knowledge, many advantages be able to amendable from reading activities.

### **Purposes of Reading**



After knowing about definitions of reading, we should know about the purpose of reading. Actually there are many purpose of reading. It can be simply for pleasure, for supporting the careers or for study purposes. Purpose of reading according to Grabe (2002:6) as follow: a) Reading to search for simple information, b) In reading to search, it is typically scan the text for a specific piece of information or a specific word, c) Reading to skim quickly. Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading task and a useful skill it is own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and using basic reading comprehension skills on those segments of the text until a general idea is formed, d) Reading to learn from texts . Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from a text, e) Reading to integrate information, write and critiques texts. Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that

the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information, f) Reading for general comprehension. The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

### **Types of Reading**

There are two types of reading based on the purpose, they are: Extensive Reading and 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.

### **Teaching Reading**

Reading is a communicative medium. In Indonesia, reading is taught as one skill in the teaching of

English a foreign language which is very important to be developed because reading takes an important role to get information. Reading usually taught in integration with the other language skills, there are: listening, speaking, and writing. Here, the researcher would like to explain the students' achievement in reading recount text.

### **Recount Text**

In this part the writer explains about recount text. The explanation includes definition of recount text, purpose of the recount text, generic structures, language features and the example of recount text.

### **Definition of Recount Text**

Recount text is based on the life experience and foreign language. Recounts are used in most subjects to show memory of series of events as in accounts of Science excursion, everyday life in another time or culture.

### **Purpose of Recount Text**

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order).

### **Generic Structures of Recount Text**

The recount has a title, which usually summaries the text specific participants (Mum, the crab). The basic of recount consist of three parts they are as follow: The setting or orientation – background information answering who? when? where? And why Events are identified and described in chronological order. Concluding comments express a

personal opinion regarding the events described.

### **RESEARCH DESIGN**

In this study, the researcher uses the quantitative research because it concerns with certain numbers of variables and numerical data. The data used in this study are interval data in the form of students' scores of English reading test on recount text. Meanwhile, the research design is quasi-experimental research applying non-randomized pretest-posttest control group design (Ary, 2001). There are some reasons for taking this design, namely, 1) the research was conducted without changing the setting of the class, the observed classes were not changed in their characteristics and setting, 2) the researcher only collaborates with the teacher for doing this study to create the natural condition of the class, to avoid the students feel being observed which can cause the extraneous variable, 3) the two classes used in this research have been separated long before the researcher conducts the research by considering the sampling technique, and 4) the research was executed using the time schedule of the teaching arranged by the school as before.

This study was due to find out the effectiveness of KWL method with Libre Office and conventional in the teaching learning process. The researcher gave the different treatment to the two classes.

One class as control group taught by using grammar translation method, while the other as an experimental group was taught by using KWL method with Libre Office.

### **Research Variables**

According to Ary (2010) stated that a variable is a construct or a characteristic that can take on different values or scores. Related to hypothesis of this study, the research observed only two variables. They are dependent and independent variables. The independent variables are conditions or characteristics that the experiment manipulates in her attempt to ascertain their relationship to observed phenomena (using KWL method was using libre office to improve reading skill), while the dependent one is the student's achievement presented by their scores at the end of the treatment using those two teaching methods.

### **Research Treatment**

The procedure of the research involves deciding population and sample, preparing the research instrument, doing try out of the research instrument, doing pretest, teaching using KWL method experimental group, giving posttest, scoring the students answer, and making the suitable technique of analyzing the data and statistical or not, and concluding remarks from the result of analysis. The procedure provides the result to check whether the hypothesis is received or refused.

### **Time Allocation**

The duration in this experiment was 2 x 40 minutes in

each meeting. Each group needs three meetings to finish the lesson. This experiment was held on the second semester at the academic year of 2018/2019. Here is the table that showed the time allocation and the schedule of this experiment.

### **Research Subject**

According to Ary, et.al (2010:148) a population is defined as all members of class, events, or objects. A sample is a portion of a population. In this study the researcher took the subjects were students of the eighth grade of MTs Ma'arif NU Gandusari Blitar who took English lesson in the second semester. There were two classes that chosen as control group (VIII A) and experimental group (VIII B). One class as experimental group consisted of 20 students while the other as control group consisted of 20 students. Those two classes were given a pretest to measure the homogeneity of the class. It purposed to know that the two classes have similar probability.

### **Instrument**

According to Ary (2010:224) stated that two important concepts that researcher must understand when they use measuring instruments are validity and reliability that used to get good test. Instrument used to measure the variable during the English Syllabus of second grade, English tests of reading comprehension.

### **Validity**

Ary (2010:105) states validity is an important key to effective

research. This validation must be conducted valid data because one of requisites a good test was valid. Heaton (in Sasi, 2014:25) validity of a test is the extent to which it measure what it is supposed to measure and nothing else.

### **Reliability**

Donald, Ary (2010:236) states reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. To calculate the reliability of the test, the researcher used Cronbach's Alpha Coefficient. In terms of reliability the most important figure is the Alpha Value. Nunally (1978) in Pallant (2005:6) recommend the Alpha Value is above .7, so the scale can be considered reliable with our sample.

(Pallant, 2005:92) states that on terms of reliability the most important figure is the Alpha Value. This is Cronbach's Alpha Coefficient value is 0.733, it means that the scale is reliable with the sample.

The calculation of reliability using Cronbach's Alpha coefficient shows that the alpha is higher than 0.733, namely, 0.758. It means the reading test is reliable with the sample. Therefore, the test can be used to measure the reading skill on recount text.

### **Method of Collecting Data**

This study is to prove the effectiveness of KWL method to teach reading recount text in the classroom. The steps taken to collect the data cover is first getting a letter

of recommendation signed by the dean of STKIP PGRI Blitar. Secondly, the researcher asked to the Head master of MTs Ma'arif NU Gandusari Blitar for permission to conduct research in that school. Third, the researcher consulted with the English lesson of first grade classes VIIIA and VIIB in MTs Ma'arif NU Gandusari Blitar.

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 KWL method with Libre Office to teach reading recount text, the teacher gives pre-test to control group and experimental.

### **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 KWL method with Libre Office and the control group will treat using Grammar Translation Method (GTM).

### **Post-test**

The researcher's 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 posttest is analyzed.

### **Method of Analyzing Data**

Since non-randomized pretest-posttest control group design was used in this research, the researcher applied ANCOVA formula to prove the hypothesis as suggested by Pallant (2000, chapter 20:1). She stated that ANCOVA can be used when you have two group pretest/posttest design (e.g. Comparing the impact of two different interventions, taking before and after measure of the groups). Furthermore, she says that the scores on pretest are treated as a covariate to control for pre-existing differences between the groups.

ANCOVA is also handy when you have been unable to randomly assign your subject to the different groups, but instead have had to use existing groups (e.g., classes of students). As these groups may differ on a number of different attributes ANCOVA can be used in an attempt to reduce some of these differences (Pallant 2005). In order to gain accurate and correct data, the researcher has calculated the data by using SPSS for window version 20.

### **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 discussed in chapter IV, the data taken from Method\*Pretest, the significant value is 0.076 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, based on ANCOVA Table 4.4 (labeled Method on the SPSS output) shows the result of the analysis indicate that the null hypothesis saying that both methods (KWL and GTM) are equal should be rejected,  $F(1,37) = 19.595$ ,  $P(0.000) < 0.05$ .

Third, the learning method by using KWL is proved more effective in the teaching reading on recount text in the eighth grade students of MTs Ma'arif NU Gandusari. From the statistical point of view, the finding of the research showed that statistically the students taught using KWL with Libre office 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 69,189<sup>a</sup> for the students KWL, and 60,561<sup>a</sup> for the students taught using GTM.

### **SUGGESTION**

Based on the findings, the researcher gives some suggestions for the teaching reading and for the future research.

#### **For the Teacher**

In teaching and learning activities, the teacher has an important role to make the students's interest in the learning activity. The teacher should be more creative in choosing the method which is suitable to the character of the students in the class. KWL method can be used by the teacher as one of the alternative methods for teaching reading.

#### **For the Students**

One of the key successes of learning activity is the students themselves. The students should prepare what they will learn. Follow the teacher instruction to adapt to the method that the teacher given. The students should understand about what they learn. To get understanding the reading material for students, the reseacher suggest for Junior High School is using KWL method in teaching learning. Because KWL is one the best-known study method for helping students understand the material.

#### **For the Future Researchers**

The next researchers can conduct the further research in the field by extending it to the other levels and subjects. The next researchers can give the additional contributions to develop the instructional model and strengthen the similar theory.

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