

# 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**

**CAKRAWALA PENDIDIKAN**  
**Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan**

Terbit dua kali setahun pada bulan April dan Oktober  
Terbit pertama kali April 1999

**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

---

**Alamat Penerbit/Redaksi** : STKIP PGRI Blitar, Jl. Kalimantan No. 111 Blitar, Telp. (0342) 801493. Langganan 2 Nomor setahun Rp. 200.000,00 ditambah ongkos kirim Rp. 50.000,00.

---

**CAKRAWALA PENDIDIKAN** diterbitkan oleh Sekolah Tinggi Keguruan dan Ilmu Pendidikan PGRI Blitar. **Ketua** : Dra. Riki Suliana RS., M.Pd., **Wakil Ketua** : M. Khafid Irsyadi ST., M.Pd

---

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.

Russel, T. 1993. An Alternative Conception: Representing Representation. Dalam P.J. Nlack & A. Lucas (Eds.) *Children's Informal Ideas in Science* (hlm. 62-84). London:Routledge.

Sihombing, U. 2003. *Pendataan Pendidikan Berbasis Masyarakat*. <http://www.puskur.or.id>. Diakses pada 21 April 2006.

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

8. Pengiriman Artikel via email ke [hudaferi@gmail.com](mailto:hudaferi@gmail.com) paling lambat 3 bulan sebelum bulan penerbitan.

# CAKRAWALA PENDIDIKAN

## Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Volume 23, Nomor 2, Oktober 2019

---

---

### Daftar Isi

The Effectiveness of Story Completion Technique in Teaching Narrative Speaking for SMA Students .....	1
<i>Annisa Rahmasari</i>	
Analisis Kemampuan Kognitif Mahasiswa pada Mata Kuliah Teori Bilangan .....	13
<i>Cicik Pramesti</i>	
Collaborative Writing Using <i>Google Docs</i> : A Learning Model to Help the Students in Being Better Writers.....	27
<i>Dessy Ayu Ardini</i>	
Pengembangan UMKM Melalui Strategi Membangun Jaringan Sosial (Studi pada Paguyuban Sari Roso di Desa Ploso-Selopuro Kabupaten Blitar).....	35
<i>Ekbal Santoso</i>	
The Effectiveness of KWL Method with Libre Office in the Teaching Reading for Junior High School Students .....	42
<i>Feri Huda</i>	
The Effectiveness of Numbered Head Together Method in the Teaching Reading on Narrative Text for Junior High School Students .....	52
<i>Herlina Rahmawati</i>	
Penerapan Pembelajaran Konstruktivistik dalam Meningkatkan Motivasi Belajar.....	62
<i>Kadeni</i>	
The Effectiveness of Word Detective Strategy in Teaching Reading Using Kamusku for SMP Students .....	74
<i>M Ali Mulhuda</i>	
Menumbuhkembangkan Perilaku Sosial Melalui Jaringan Komunikasi dengan Teman Sebaya .....	85
<i>Miranu Triantoro</i>	

Penerapan Pembelajaran Melalui Metode <i>Practice Think-Share Resitasi</i> pada Mata Kuliah Analisa Vektor Pada Mahasiswa.....	95
<i>Riki Suliana</i>	
The Effectiveness of Reading Guide Using Wattpad in Teaching Reading for Junior High School.....	114
<i>Saiful Rifa'i</i>	
Analisis Kemampuan Mahasiswa dalam Menyusun Pembuktian pada Materi Ring.....	125
<i>Suryanti</i>	
Audio Lingual Teaching as an Alternative Method in Teaching Speaking for Elementary School .....	133
<i>Tasya Azzahra, Fazana Ninar Azidda, Faris Ariefianto, dan Yulia Nugrahini</i>	
Tradisi Kleduk Kleneng (Kajian tentang Nilai-Nilai yang Terdapat dalam Tradisi Kleduk Kleneng) .....	142
<i>Udin Erawanto</i>	
The Effectiveness of REAP (Read, Encode, Annotate, and Ponder) Method in Teaching Reading for Junior High School .....	151
<i>Wiratno</i>	

## THE EFFECTIVENESS OF WORD DETECTIVE STRATEGY IN TEACHING READING USING KAMUSKU FOR SMP STUDENTS

M. Ali Mulhuda

*E-mail:* [alimulhuda75@gmail.com](mailto:alimulhuda75@gmail.com)

Department of English Education

STKIP PGRI Blitar

**Abstrak** : Membaca adalah materi Bahasa Inggris yang harus dipelajari oleh siswa SMP. Ini termasuk Vocab untuk mendukung kemampuan membaca. Kurikulum Indonesia mengharuskan siswa mempelajari beberapa teks termasuk teks deskriptif. Masalah-masalah Reading di SMPN 1 Sanankulon bermacam-macam. Siswa sering mendapat kesulitan untuk menerjemahkan teks bacaan karena Bahasa Inggris memiliki banyak tenses dan vocab. Word Detective Strategy dengan aplikasi Kamusku dapat diaplikasikan oleh guru dalam mengajar membaca untuk sekolah menengah pertama. Metode ini telah diobservasi untuk mendapatkan apakah sangat efektif untuk mengajar membaca atau tidak. Hasil menunjukkan Word Detective Strategy dapat membantu siswa mendapatkan nilai yang lebih baik. Mereka dapat memperluas vocabnya. Itu dapat disimpulkan bahwa Word Detective Strategy efektif dan memiliki efek signifikan terhadap kemampuan membaca siswa.

**Kata Kunci** : Keefektifan, Aplikasi Kamusku, Membaca, Word Detective Strategy.

**Abstract** : Reading is English material that SMP students have to learn. This involves vocabulary to support reading comprehension. Indonesia curriculum obliges students to learn some texts including descriptive text. The problems of reading in SMPN 1 Sanankulon are varieties. The students often got difficulty to translate reading text because English has many tenses and vocabulary. Word Detective Strategy with Kamusku application can be implemented by teacher in teaching reading for Junior High School. This method was observed to find out whether it was really effective for teaching reading or not. The result showed Word Detective Strategy can help students get better score. They can enlarge their vocabulary. It can be concluded that Word Detective Strategy was effective and had significant effect toward students' reading comprehension.

**Key words** : Effectiveness, Kamusku application, Reading, Word Detective Strategy.

## **INTRODUCTION**

English has been commonly accepted as a universal language in the world. Giska (2017) said that English is the major language which is used by people in some sectors. By mastering this language, the number of misunderstanding of communication with others can be reduced. As the main stipulation of globalization era, it is a key to realize the success of personality, society, and nationality.

In Indonesia, English is taught as a foreign language on purpose of making learners able to communicate, and is taught from elementary school until university. According to Hanson and Padua (2011: 5), in order to communicate effectively using oral and printed languages, we must be able to flexibly use words that we recognize and understand. Based on this statement, the students must have many vocabularies to learn English moreover for SMP students.

Qarqez (2017) has said that reading is the most important skill among the four language skills as it can improve the overall language proficiency. It is one of the abilities to dig knowledge. Reading helps students to enlarge their knowledge from the information of a text.

The teacher should use many strategies in teaching reading such as applying various methods, media and games in order to keep the students interested. He/she should choose suitable method or strategy to teach reading. Word Detective Strategy is

one of interesting strategy in teaching reading. According to Hanson and Padua (2011: 24), Word Detective Strategy guides students through a series of steps to help uncover the meaning of a word and its word parts. This strategy contains context clues and word part clues. By this strategy, students can enrich their vocabularies. So, they can easily know the mean what they read. Student will have more interest to read when the teacher uses interesting method. It will avoid students from feeling bored in learning English reading

Teacher and students also can use Kamusku application. Based on <https://m.apkpure.com>, Kamusku is the offline dictionary and forms the English-Indonesia or instead. In addition, users can also use online translation to the words that are difficult to find. So, it can help the users (teachers and students) in knowing the meaning of difficult words or sentences.

## **DEFINITION OF READING**

According to Beatrice (2008) definition of reading is described as follows: Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience.

Additionally, based on the [en.m.wikipedia.org](http://en.m.wikipedia.org) reading is the

complex cognitive process of decoding symbols to derive meaning. It is a form of language process.

Based on the definition above, the researcher concludes reading is one of activities to understand the written language. Reading is a process to find information or get messages and knowledge from the written text. Developing the reading with reading activity is ways to increase our knowledge, many advantages be able to amendable from reading activities. Reader should know about the main idea of the topic or the information in it first. Then, before reader make an opinion and a suggestion about the topic or the information or the problem, it will be better if reader read them and understand them. Reader can clutch the word with reading more and more deeply. They will be good adventures. So that, this process will be fun and reader will love it so much.

### **TEACHING READING**

Reading skill is an important thing in teaching English because can increase the student's intelligence. Reading is not about pronouncing printed words, but also understanding the content of the text. People know that reading is a window of knowledge. The more people read, the more knowledge they get. To be a great reader, the people need process. They have to master the way to read well and can get the messages clearly

Harmer (1998: 68) noted there are many reasons to get students to read English text, which is an important part of the teacher's job. In the first place, many of them want to able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything the teacher can do to make reading easier for them must be a good idea.

Reading is useful for other purposes too. Any exposure to English is a good thing for language students. At the very least, some of language sticks in the reader's mind as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Reading texts also provide good models for English writing. When the teacher teaches the skill of writing, the teacher will need to show the students models of what the teacher is encouraging them to do.

Reading texts also provide opportunities to study language elements, namely, vocabulary, grammar, punctuation, and the way teacher constructs sentences, paragraphs, and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be springboard for well-rounded, fascinating lessons.

People do not just get Reading skill. To be a good reader, they need process. They have to master the way how to read well and



be able to implement their knowledge.

Besides, in Indonesia we know that English is foreign language and it is absolutely true that the learners are still lack of English expression model. So, teaching reading with help them to know and be able to use lot expressions which are commonly used by native speakers in additional.

### **DESCRIPTIVE TEXT**

Descriptive text is a text that describes something. British Course on their website ([www.britishcourse.com](http://www.britishcourse.com)) has described that descriptive text is a text which says what a person or a thing is like. So, descriptive text has purpose to describe and reveal a particular person, place, or thing. British Course on their website ([www.britishcourse.com](http://www.britishcourse.com)) also explains about generic structure and language feature of descriptive text.

Generic structure of descriptive text is classified into two aspects in a descriptive text namely, identification and description. Identification contains the identification of phenomenon (person, place, or thing) that will be described. Then, description contains the description of parts, qualities, common movement, characteristics, etc

There are some language features of descriptive text, such as: (1) Using specific participant (example: Serang Beach, my house, Penataran temple, uncle Nano, etc.).

(2) Using adjective (example: a beautiful girl, a handsome man, the famous place in Jepara, etc.). (3) Using action verbs (example: run, sleep, walk, cut, etc.). (4) Using Simple Present Tense

### **WORD DETECTIVE STRATEGY**

Word Detective Strategy is one of interesting strategy in teaching reading. The readers read the text as a detective who look for clues. They look for clues that is the difficult words or sentences. According to Hanson and Padua (2011:24), Word Detective Strategy guides students through a series of steps to help uncover the meaning of a word and its word parts. This strategy contains context clues and word part clues. This strategy will benefit the students for exploring the new vocabulary without much memorizing, and increase student's knowledge of vocabulary that they had never known. With the added knowledge, the student can identify the words they do not know before.

According to Ehri (2009) Word Detective Strategy is a systematic and motivational way to teach decoding and spelling to struggling readers. That means, this strategy is an understanding of the new vocabulary support, the facilitator is completed by a teacher. The teacher will help students when reading memory. From reading the content they read, they will find the words that they had never heard of at all.

Then, this strategy guides students through a series of steps to help uncover the meaning of a word and its word parts. That mean, the teacher gives them a text, in a text they will find some difficult words. The guidance of the teacher to understand a new word. Then, they can be difficult to describe or define the word into a meaning that they could understand. Once they understand that they can get the meaning that of a word in a paragraph.

Furthermore, Orlando (2010: 107) say that the word detective is an engaging strategy to help students decode words by recognizing relationship between words they already know and new, unknown word. It means, word detective strategy is to help students to understand the new word as well as help the students to be able to manipulate to form new word. And facilitate students to find a synonym or antonym of a word that was unknown to them. Students can capture the vocabulary that will be created a new meaning with the same meaning.

### **STEPS OF WORD DETECTIVE STRATEGY**

Word detective is kind of game quiz that provides a good opportunity to develop students' skills in defining words and paraphrasing. For this quiz the teacher puts the students in pair.

There are some steps for teaching reading using Word

Detective Strategy. First, teacher gives a text to the students and they must find some difficult words in pair group. After that, they must look for the similar meaning and the antonym. Finally, they must paraphrase or make a sentence from the difficult words that they find with her/his own word.

### **ADVANTAGES OF WORD DETECTIVE STRATEGY**

Sefnata (2015) stated that there are some advantages of Word Detective Strategy. They include the following points. First, this strategy can increase students' learning activity for their cognitive and physical. Second, this strategy provides the learners using plenty of opportunities to enlarge vocabulary and practice their English. Third, the students will get the words easier without extremely memorizing each word. Last, this method can increase students' motivation in learning.

This strategy contains context clues and word part clues. According to Sasao (2013: 32), integration information from context and word parts may make guessing more successful and contribute to effective vocabulary. This strategy will make the students not only understand the meaning but also understand the class of each word. It will make the students know the use of the word in a sentence. It will be very helpful for the students because they will more understand the meaning and also the word class at the same time. Finally, knowledge

of word parts and guessing from the context may be the most useful strategy for learners because this strategy may be used in any situation for any words.

### **KAMUSKU**

Based on <https://m.apkpure.com>, *Kamusku* is the offline dictionary and forms the English-Indonesia or instead. In addition, users can also use online translation to the words that are difficult to find. So, it can help the users (teachers and students) in knowing the meaning of difficult words or sentences.

We can download *Kamusku* for Android in Play Store or App Store that has icon picture like Picture 2.1. If we use it for PC, we can download it in many websites that consist of some applications, such as [www.apkpure.com](http://www.apkpure.com) and [www.apk4fun.com](http://www.apk4fun.com). After this application has been installed, we can use it for making us easily in teaching learning process.

### **STEPS USING KAMUSKU**

*Kamusku* application help us to translate word or sentence well enough if we found the difficult word or sentence. We just type the difficult word or the sentence in place for typing. The step to translate using *Kamusku* is simple. Here are some steps.

- 1) After we click the icon of *Kamusku*, it will open the application.

- 2) Type the difficult word in the place for typing. On the other hand, Picture 2.4 shows the translation from English to Bahasa. We can use this application in offline if we use it to look for the meaning of a difficult word.
- 3) We can click one of the meaning option for the clear explanation. There is a picture of speaker. It is used to know how way for pronouncing the word.
- 4) Type the difficult sentence in the place for typing if we don't know what is the meaning of the sentence. Just click the translation button after we type it but we must be online. Exchange icon is used to exchange the language,

### **RESEARCH DESIGN**

This study was an experimental research design. It was to identify, to investigate the effectiveness of Word Detective Strategy for teaching of reading. This study was also to describe the situation and condition in the classroom when the English teacher teaches the material to the students by using Word Detective Strategy for teaching reading.

In this experimental design, the research design of this study was quasi –experimental research applying non-randomized pretest – posttest control group design (Ary, 2010). There were some reasons for

taking this design: (1) The research was conducted without changing the setting of the class. (2) The research was executed using time schedule of the arranged by the institution as before.

This study was due to find out the effectiveness of two teaching techniques, Word Detective Strategy and GTM, in the teaching and learning process. The researcher asks the collaborative teacher to give different treatment of the two classes. One class as control group was taught using GTM while the other as experimental group was taught by using Word Detective Strategy.

The researcher was interested in the teaching reading. Observation was made about some behavioral characteristics of the subject the average score of the students for pretest and post-test in the teaching reading by using Word Detective Strategy and GTM.

### **RESEARCH SUBJECT**

The research subjects were students of the seventh grade of SMPN 1 Sanankulon who took English lesson in the second semester. There were two classes that chosen as control group (VII F) and experimental group (VII E).

Group 1 as an experimental group (VII E) consists of 25 students taught using Word Detective Strategy to increase reading comprehension and Group 2 consists of 25 students as a control group (VII F) taught using Grammar Translation Method (GTM).

### **INSTRUMENTS OF RESEARCH**

The instrument that the researcher used was test. The tests were in the form of multiple choices. The material of the test was taken from English book related to the subject. The test was given after and before the students treated using Word Detective Strategy in experiment group while the control group treated using GTM. According to Ary (2010: 224) stated that two important concepts that researcher must understand when they used measuring instruments were validity and reliability that used to get good test.

### **METHODS OF COLLECTING DATA**

The data were collected by using test. This research used multiple choice tests. These tests were used to measure the student's mastery in English. The researcher got the scores from the students through multiple choice test items, which had fulfilled the validity and reliability test.

The items prospered by the researcher here 25 items. Each of them consist of four options, one of them was correct answer and the others here destructors. Before giving the test to experiment group and control one, the test was tried out to other students who were not involved in the actual treatment to measure the validity and in reliability.

Before the teacher teaches the material of descriptive text, the

teacher gives pre-test to control group and experimental group. The main purpose of the pre-test was to know the ability of the students.

The treatment of design method by using quasi-experimental, we compare two groups and each group received different treatment. For this research, there were two group that were taught using two strategies. The students in first group here taught by using Word Detective Strategy as the experimental group and the second group by using GTM as the control group.

After the researcher gave treatment for two groups, the researcher did post-test. The researcher's purpose of doing the post test was to investigate the effect of both methods to the students' achievement in reading comprehension. Finally, the score obtained in the post test was analyzed.

#### **TECHNIQUE FOR ANALYZING DATA**

Since non-randomized pretest-posttest control group design was used in this research, the research applied ANCOVA formula to prove the hypothesis as suggested by Pallant (2000, chapter 20: 1), he stated that ANCOVA could be used when you had two group pretest-posttest design. Further he said that the scores on pretest were treated as a covariate to control for preexisting differences between groups.

ANCOVA was also handy when you have been unable to randomly assign your subject to the different groups, but instead have had to use existing groups. As these groups may differ on a number of different attributes ANCOVA could be used in an attempt to reduce some of these differences. Pallant (2000, 20: 2). In order to gain accurate and correct data, the researcher calculated the data by using SPSS for window.

#### **CONCLUSIONS**

The analysis of the data showed that the application of Word Detective Strategy gave significant different in teaching reading for SMP students "SMPN 1 Sanankulon". The conclusions were presented in accordance with the problem, objective, and hypothesis of this research stated in previous chapter.

Based on the stastical analysis using ANCOVA (computed by SPSS 20) discussed in chapter IV, this research had two assumptions. First, testing of linearity between the dependent variable (posttest) and covariate (pretest) to show whether there was the positive result. This means that research conducted the testing of linearity was not violated. The researcher saw from the result of  $R^2$  Linear. The  $R^2$  Linear of Word Detective Strategy was 0.574 and  $R^2$  Linear of GTM was 0.560. Second, testing the homogeneity of regression slopes showed the possitive result. This meant that the research had statistically significance. The

researcher was from Strategy\*Pretest, the significant value was 0.342 which was greater than 0.05.

Based on Levene's test of equality of error variances, this showed the result of Sig. value was 0.603 which was greater than 0.05. This proved that the research had not violated the assumption of equality of variances. Next, based on one way analysis of covariance, it explored the differences between the treatments of two groups (Word Detective Strategy and GTM) has positive result. The researcher saw on the table (labeled Strategy on the SPSS output), showing that  $F(1,47) = F 5.659, P 0.021 < 0.05$ .

Based on the estimated marginal means, the result was 78.293 for experimental group (Word Detective Strategy) and 73.707 for control group (GTM). Score of Word Detective Strategy was greater than score of GTM. It was proved that Word Detective Strategy was more effective in teaching reading for SMP students at SMPN 1 Sanankulon than those were taught using GTM. Last, based on students' achievement in learning reading, especially on descriptive text effected by teaching method used by teacher presenting the material.

## **SUGGESTIONS**

Based on conclusion above, the researcher had some suggestions related to improving the learning achievement, which was important

for the teacher, students and the next researcher to know.

### **Suggestion for the Teacher**

Teacher should choose the correct strategy to apply in the teaching learning activity because it will make students feel enjoy and comfortable when they accept learning materials. If people assume that the traditional method is still suitable for teaching English, teachers may not blame them. However, the teacher can suggest them to use Word Detective Strategy, which are suitable with material and the student's intelligence. He/she should give interesting strategy to create students' enthusiasm in learning activity. So, Word Detective Strategy recommended for intermediate learner, because it will help them to be active and show up their own ability to understand the words and sentences.

### **Suggestion for the Students**

Students may not be individualistic in the teaching and learning process to get the better result in learning. They also be active in the reading class, because Word Detective Strategy can stimulate students to increase their comprehension and add the vocabularies. Besides that, students should be creative to understand what they read in order to comprehend more the text and in order to diminish boredom in Learning English especially reading subject

### **Suggestion for the Next Researcher**

The students will get bored if the teaching and learning activity is still monotone. Then, they do not care with the materials that teacher said in their class. To overcome that case, the researcher suggests to the other next researcher to choose Word Detective Strategy with other class categories in other course study. It may also involve large sample, thus the result of research can be more generalized. Moreover, researcher should be conducted to investigate the impact of Word Detective Strategy and other variables such as creativity and critical thinking in the teaching reading comprehension.

### **REFERENCES**

- Ary, Donald. 2010. *Introduction to Research in Education 8<sup>th</sup> Edition*. USA: Wadsworth.
- Astuti, Nanik. (2018). *The Effectiveness of Word Detective Strategy on Teaching Vocabulary at the Seventh Grade Students of Smpn 1 Sambit Ponorogo Academic Year 2017/2018*. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies Ponorogo.
- Briown, H. Douglas. (1986). *Teaching by Principles*. San Francisco: Longman
- Ehri, et al. (2009). *Reading and Writing Quarterly*. New York: City University
- Gaskins, Irene W. (2004). *Educational Leadership : Word Detectives*. Benchmark School.
- Giska, P. (2015). *The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text*. Cirebon: University of Swadaya Gunung Jati.
- Grabe, William. 2009. *Reading in Second Language*. New York: Cambridge University Press
- Hanson, Susan and Jennifer F. M. Padua. (2011). *Effective Instructional Strategies Series: Teaching Vocabulary Explicitly*. 20 Years PREL, Pasific Resources for Education and Learning.
- Harmer, J. (1991). *The Practice of English Language Teaching* (Longman handbooks for Language Teacher). Longman Paperpack.
- Harmer, J. (1998). *How to Teach English: An Introduction to the Practice of English Language Teaching*. Cambridge: Cambridge University Press.
- Medjahdi, Babaiba Wahiba. (2015). *Reading Comprehension Difficulties among EFL Learners: The Case of Third-Year Learners at Nehali Mohamed Secondary School*
- Mickuleky, Beatrice. (2008). *Teaching Reading in a Second Language*. Pearson Education.

- Muslaini, Hasyim. (2017). *Strategies for Teaching Reading Comprehension*. English Education Journal: Syiah Kuala University.
- Nation, I.S.P. (2009). *Teaching ESL/EFL Reading and Writing*. United Kingdom: Routledge.
- Orlando, et al (2010). *Library Archives Canada Cataloguing in Publication*. Canada: Pembroke publishers Limited
- Pallant, Julie F. (2000). *SPSS Survival Manual : A Step Guide to Data Analysis Using SPSS Version (10)*. Faculty of Education Monash University.
- Qarqez, Mohammed. (2017). *Reading Comprehension Difficulties among EFL Learners: The Case of First and Second Year Students at Yarmouk University in Jordan*. Arab World English Journal.
- Sasao, Y. (2013). *Diagnostic Test of English Vocabulary Learning Proficiency: Guessing From Context and Acknowledge of Word Parts*. Wellington: Victoria University of Wellington.
- Sefnata. (2015). *Teaching Reading (Narrative Text) by Using Word Detective Strategy to Senior High School Students*. Bung Hatta University.
- Shabrina. (2016). *The Effect of Using Word Detective Strategy on The Eleventh Grade Students' Vocabulary Achievement at SMAN Pakusari*. Jember: University of Jember.
- Stahl, S. A. 2005. *Four Problems with Teaching Word Meaning: and What to Do to Make Vocabulary an Integral Part of Instruction*. London: Lawrence Erlbaum Associates, Publisher.
- <http://en.wikipedia.org/wiki/Effectiveness>
- [www.britishcourse.com](http://www.britishcourse.com)
- [www.apkpure.com](http://www.apkpure.com)
- [www.apk4fun.com](http://www.apk4fun.com)