

# 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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**Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan**

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# THE EFFECTIVENESS OF READING GUIDE USING WATTPAD IN TEACHING READING FOR JUNIOR HIGH SCHOOL

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**Abstrak:** Penelitian ini bertujuan untuk menemukan efektivitas metode *Reading Guide* dengan "wattpad" yang digunakan dalam pengajaran *reading*. Penelitian ini menerapkan pendekatan kuantitatif dan metode yang digunakan dalam penelitian ini adalah *quasi-eksperimental* dengan menerapkan desain kelompok pretest-posttest kontrol non-acak. Untuk menghitung data, peneliti menggunakan rumus ANCOVA dan dihitung dengan bantuan software SPSS 20. Dan hasilnya terbukti bahwa *Reading Guide* yang menggunakan media *Wattpad* lebih efektif digunakan dalam pengajaran membaca, terutama dalam membaca lisan.

**Kata Kunci:** Efektivitas, Reading Guide, Wattpad, Membaca

**Abstract:** The study aimed at finding the effectiveness of Reading Guide method with "wattpad" used in the teaching Reading. It applied the quantitative approach and the method used in this study was quasi-experimental applying non-randomized control group pretest-posttest design. To calculate the data, the researcher used ANCOVA and computed by SPSS 20. And the result was proved that Reading Guide Using Wattpad was more effective used in the teaching of reading, especially in oral reading.

**Keywords:** Effectiveness, Reading Guide, Wattpad, Reading

## INTRODUCTION

Reading is not only considered as an important activity because it promotes better spelling, better writing, higher reading comprehension, an more advanced vocabulary in language acquisition, but it is also considered as an important skill because it is necessary in the midst of technological change and an increasingly complex society. (Harmer, 2007: 99-101) has

stated Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read if their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

However, improving reading skill not always easy for student. There are many factors defusing in succes of teaching reading such as learner, teacher method, material, facilities, time allotment, etc. If several or many of these factors are not paid much attention, in can influence the succes or failure students in learning reading. Teaching reading usually has a least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. The second aspect of teaching reading refers to teaching learners who already have reading skills in the first language (Nunan, 2003:68).

Since common patent problems in reading class include, the students still get some difficulties in finding general and specific information, identifying main ideas, identifying explicit and implicit information. This condition was caused by several factors such as; the English teachers are very lack of teaching strategy, which can handle the students to be more active toward understanding the materials, and also the students have low motivation and sometimes passive in learning the English subject, the materials presented in textbook are very difficult for the students, the English teachers do not modify and develop materials from the textbook based on the students' interest, and the English teachers seldom use media to support the learning activity.

Thus, making reading class an enjoyable and useful activity is a

very important part of the language experience. Teachers should be aware of the main approaches to the teaching of reading and models that underlie them.

In addition, to solve this problem the teacher should make cooperative learning method, A good method of teaching is one of the factors to increase the quality of the learning process. To realize it, cooperative learning model is considered to be one of the effective methods in learning process. By cooperative learning student are trained to find and comprehend difficult concepts by discussion among their peers. Cooperative learning gives an apportunity for students to question each other and to share their comprehension with their peers in the effect of improving their comprehension. The cooperative learning model was developed to achieve at least three important instructional goal: academic achievement, tolerance and acceptance of diversity, and social skill development. Such a learning model gives priority to the cooperation between groups in solving the problem and in applying the knowledge in order to reach the learning objectives. Several types of cooperative learning are Jigsaw, STAD, Scramble method, Think-Pair-Share, Reading Guide method.

One of the most versatile forms of cooperative learning is Reading Guide. On several occasions there are often events that the material can't be completed in the classroom

and must be completed outside the classroom because of the large amount of material that must be completed. Furthermore, they influence each other to achieve mutual goals, act in trusting and trustworthy ways, become motivated, and feel less anxiety and stress. The purpose of the reading guide method is to help student focus on understanding environmental pollution material. The reading guide method prioritizes students activities in finding ,processing and reporting information from learning resources. The learning process in a pleasant atmosphere, the most important is that students can focus more on the subject matter because they are directly guided by a list of questions that have been given by the teacher, so the learning process is clearly effective and efficient.

There are many ways to learn English as a foreign language. One of them is utilizing digital application, website, or internet. Internet provides many facilities to encourage people's skill in English for instance the applications that could make users fluent in speaking, better in listening, and easy in understanding paragraph or story. Wattpad is one of the application in which users wherever they come from can develop their ability in not only reading skill but also practicing the English lesson they have got by posting their work like articles, stories, fan fiction, and poems. It is also "a leader in this new storytelling environment, with more

than two million writers producing 100,000 pieces of material a day for 20 million readers on an intricate international social network".

Based on the statement above, the writer wants to conduct a research with the title "The Effectiveness Of Using Reading Guide With Wattpad In Teaching Reading For Junior High School".

### **Definition of Reading**

One of instrument to be master in English skills is reading. Reading is a process which the students have to read and understand about the text at all. Some expert definite reading like below :

(Harmer, 2007: 99-101) has stated Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read if their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process



requires continuous practices, development, and refinement.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is a comprehension. Strategic reading is defined as the ability of the reader to use wide variety of reading strategic to accomplish a purpose for reading. Good readers know what to do when

### **Purpose of Reading**

The reader's purpose plays an important part in determining the kind of reading they do. Different persons may read the same book in different ways, because their purposes vary. The readers establish their purposes by thinking and by asking question about what they plan to read. Comprehension and speed vary according to the reader's purpose.

It is important to read with purpose. It helps to understand more what is read by people. As we know that the purpose of reading is to get the meaning from the written symbol. One of the most important tasks on the reader is to find out what the writer said.

There are two basic purpose of reading ability.

**a. Reading for information.** It is reading to study for goal such as to obtain factual information and solve problem.

**b. Reading for pleasure.** It is reading for enjoyment which may vary in to follow our favorite' sport,

they encounter difficulties. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension. Meaning does not rest in the reader nor does it rest in the text. The reader's background knowledge interest with the text to create the meaning. The text, the reader, fluency, and strategies combined together define the act of reading.(Nunan,2003:68).

comics, article, fairy tale and movie program.

### **Definition of Reading Guide Method**

There are many methods that can be given in the learning process including the reading guide method. Reading guide consists of 2 words, namely reading and guide. Reading according to Echols and Shadily is reading or seeing notes, reading is "Introduction of written language symbols which are stimulus help the process of remembering what is read to build a understanding through experience .

Reading Guide can assist with developing student comprehension. They help students navigate reading material, especially difficult chapters or nonfiction reading. Student respond to a teacher created written guide to prompts as they read an assigned text. Reading Guides help students to comprehend the main points of the reading and understand the organization structure of a text.

Reading Guide Method is a form of learning method that leads to

delivery of material optimally because of the large amount of material that must be solved by more involving student reading activities through laties shaped guidance (Echols and Shadily 2008:8 ).

### **Steps to the Reading Guide**

#### **Method**

Step 1 ,Determine the reading to be learned,Step 2 Create questions that will be answered by students or grid and may also be a chart or scheme that can be filled by they are from the selected reading material. Step 3 Share the reading material with questions or grids tolearners. Step 4 The task of the students is to study reading material with use existing questions or grids. Limit this activity so it does not take a long time. Step 5 Discuss the question or grid by asking learners. Step 6 At the end of the lesson, give adequate reviews.

### **Advantages and Disadvantages of Reading Guide**

Strengths and Weaknesses of the Reading Guide Method In applying the Reading Guide learning method there are advantages and shortcomings, as for the advantages and disadvantages in applying the method Reading learning includes:

a)Students play an active role in answering and dare to ask questions to the teacher. b)Material can be completed more quickly in class.

c)Motivate students to enjoy reading.

d)Generating interest in reading students.

e)Facilitate the teacher in managing the class.

f)Creating a conducive classroom atmosphere.

### **Disadvantages of Reading Guide:**

In the application of a learning method would not be separated from the disadvantages a)Student who do not dare to ask or answer teacher question will be increasingly left behind in achievement KKM.b)The teacher must prepare reading sheets and sheets question in number according to one number of participants so that students need carefull preparation.

### **Grammar Translation Method**

GTM is an approach which emphasizes in translating the text into native language. The learners get more exercise on grammar. Douglas (2000: 18) states that GTM is focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translation of text, doing written exercise.

### **Characteristic of GTM**

Prator and Cerce-Murcia (1979:3) in Douglas (2000) listed the major characteristics of Grammar Translation Method : (a.) classes are taught in the mother tongue, with little active use of the target language, (b.) must vocabulary is

taught in the form of lists of isolated words, (c.) long, elaborate explanations of the intricacies of grammar are given, (d.) Grammar provide the rules for putting words together, and instructions often focuses on the form and inflection of words, (e.) reading of difficult classical texts is begun early, (f.) little attention is paid to the content of the text, which are treated as exercises in grammatical analysis, (g.) often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, (h.) little or no attention is given to pronunciation.

### **Wattpad**

Wattpad is a social media website that allows community members to read and write stories. It has become a growing service that operates for free. It is designed to be with you at all times operating as both a multi-platform app and an offline service.

### **Steps make text using wattpad**

1. Create an account. All you are required to have is an email, Facebook account, google plus account or Instagram account. If you are using email, you will also need to create a username and password.

2. Verify your account. Shortly after signing up for Wattpad, you'll receive verification email. Once you find the email, open the link embedded in the email. This will verify your account.

3. Update your profile. After creating an account you'll be asked to fill out some basic information for your profile. If you linked your Facebook, Google account, or Instagram, then your profile will automatically fill your profile picture. Upload a picture if you want to if you didn't link a social network. Fill in a brief description of yourself in the bio section.

4. Navigate through the desktop site. The top menu bar has Discover (find stories, and you can search specifically), Create (write and share stories) and Community (clubs, awards, writing contests, writers and etc.).

5. Navigate through the mobile app. Once you login to Wattpad, it'll instantly take you to your library, showing all of the stories you're reading.

### **Research Design**

This study is an experimental research design. This is quantitative research because it concerns with certain number of variable and data. The data used in this study is interval data because they are taken from student' score of writing test. Meanwhile, the research of this study is quasi-experimental applying non-randomized control group pretest-posttest design (Ary et al., 2010). There were some reasons for taking this design:

1. The research was conducted without changing the setting of the class.

2. The two classes used had been separated long before conducting the research.

3. The researcher only collaborated with teacher for doing this study to create the natural condition of class and to avoid the students to feel being observed which could cause the extraneous variable

4. The research was executed using time schedule of the teaching arranged by the institution.

This study was due to find out the effectiveness of two teaching methods, Reading guide using wappad and Conventional method in the teaching and learning process of reading. The researcher as the teacher in experiment group giving treatment Reading guide using wappad of meanwhile in control group the researcher only administer pre-test and post-test. One class as control group is VIII C that was taught by using conventional method while VIII D as experiment group that was taught by using Reading guide method with wappad media.

### **Variable of Research**

According to Ary (2010) Variable is a construct or a characteristic that can take on different values or score. In this research, only two variables observed, those are independent variable and dependent variable. The independent variables are cooperative script and conventional method, while the dependent variable

is using Reading Guide to make the score at the end of the treatment using those two teaching methods.

### **Procedure of the Research**

After the researcher had got permission from headmaster, the researcher was conducted on April 2<sup>th</sup> up April 10<sup>th</sup> at MTs AL Muslihuun Tlogo.

The procedure were:

*Firstly.* The researcher came to the classroom to observe the teacher and students activities in teaching reading.

*Secondly.* The experimental group (Class VIII-D) typically receives of Reading Guide as method, treatment, a treatment under the investigation while control group (Class VIII-C) receive a different treatment or was treated as usual.

*Next,* The documentation was conducted, the experimental study was conducted in two stages are pre experimental stage and post experimental stage. Pre experimental stage was to prepared some tool for treatment. There are experimental group using Reading Guide and control group without using GTM . The duration for every class was same, and the material is present tense.

*Finally,* after the group have been exposed to the treatment for some period of time, the administers a test of the dependent variable ( or otherwise measure it), made selection, classification, analyzing the data and then determines whether there is / are any significant different

between the groups. In other words, the researcher determines whether the treatment made the difference.

### **Treatment**

The quasi-experimental research is conducted to know the effect of different treatment of teaching to the control group and experimental group. The two selected groups were taught in different ways. The experimental group was taught using Reading Guide method while the control one was taught by using conventional method. As the design of quasi-experimental design in Table 3.1, the treatment was only taught to experimental group meanwhile in control group the treatment was not used since the control group was assumed to have been taught using process technique in daily teaching. The teaching present tense Reading Guide method was conducted in two meetings after being administered of pretest. Teaching with wattpad was implemented based on the lesson plan developed by the researcher.

### **Pre-Test**

Validating the research instruments, the researcher administered the pretest to both groups. This step to know the prior knowledge in reading skill of the first year students at MTs Al Muslihuun Tlogo especially in two groups being going to be examined and observed. The administering of pretest consist of 15 multiple choice was conducted before treatment in experimental

group. The test in pretest are adopted from English tests developed by the

English teacher at MTs Al Muslihuun Tlogo used in the school meanwhile the test are developed by the researcher to complete the tests.

### **Post-Test**

After finishing teaching the experimental group using wattpad the researcher administered the posttest developed by her and validated by the validator. The posttest has the same difficulty level of pretest as shown by the same grille and developed into pretest and posttest. The test consist of 15 multiple choice. The similarity of difficulty level in making the test item was explained by Cohen (2010) that the pretest and posttest design should be different since the test should differentiate the materials but not different in test quality and difficulty. The post test was conducted in groups, control group and experimental group.

### **Research Instrument**

Instrument used to measure the variable during the research is English tests of reading. The data collector of this study is the researcher himself. He gave the test to the student that used as the samples of this study, supervised the respondents and collected the test which has been done by the students and collected all the data needed. Generally, the whole process of preparing to collect data is called instrumentation. Donald, Ary

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

### **Validity**

The validity question is concerned with the extent to which an instrument measures what one thinks it is measuring. It is absolutely essential that the researcher ask this question. The question of an instrument's validity is always specific to the particular situation and to the particular purpose for which it is being used. A test that has validity in one situation may not be valid in a different situation. The types of validity are content validity, criterion – related validity, and construct validity. (Ary, 1985:214).

### **Reliability**

Ary (2010: 236) stated that reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. According to Fraenkel and Wallen (2009:111) A reliable instrument is one that gives consistent results.

### **Scoring Reading**

Having administered the post test, the researcher scored the students' works using the scoring rubric as depicted in the grille. The students' works reflect the students' reading skill. The scoring was conducted only by the researcher since the tests were in form of

objective tests. The results of the scoring were used as the raw data of this study.

### **Method of Analyzing Data**

Data analysis was aimed at testing hypothesis that the students who are taught using Reading Guide skill is better than GTM. To test the research hypothesis of the study, it will be transformed to the null hypothesis ( $H_0$ ). Since non-randomized pretest-posttest control group design was used, this research, applied ANCOVA formula to prove the hypothesis as suggested by Pallant (2000: 11), who states that ANCOVA can be used to two group pretest or posttest design (comparing the impact of two different intervention, taking before and after measure of the groups). Further she says that the pretest scores are treated as a covariate to control for pre-existing differences between groups.

ANCOVA is also handy when a research has been unable to randomly assign the subject to the different groups, but instead having had to use existing groups (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 2000: 2). In order to gain accurate and correct data, the researcher has calculated the data by using SPSS for window version 20.

## Conclusion

The study is aimed at examining the effectiveness of Reading Guide method in comparison to the grammar translation method. The finding shows that statistically the students taught by using Reading Guide had a better achievement than those taught using the grammar translation method.

Based on the result of analyzing the data by using SPSS 20.0 the significant value of equality variance was 0.979, the significant value of the test between subject effects was 0.07, estimate marginal means of experimental group was 78.296, the estimate marginal means of control group was 73.44. It can be concluded that choral reading with text to speech software was more effective in teaching reading, especially in oral reading.

## Suggestion

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

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