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CAKRAWALA PENDIDIKAN
Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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

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.

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

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

CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Daftar Isi

THE EFFECTIVENESS OF KWL STRATEGY WITH EDMODO MEDIA IN TEACHING READING FOR VOCATIONAL HIGH SCHOOL

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Abstrak: Membaca adalah salah satu keterampilan dasar bahasa yang penting yang membutuhkan kompetensi komunikatif untuk melakukan komunikasi yang baik. Banyak siswa menganggap bahwa membaca itu sulit, para guru harus menggunakan strategi yang tepat untuk membantu siswa meningkatkan kemampuan membaca mereka. Tujuan dari penelitian ini adalah untuk menyelidiki efektivitas strategi KWL dengan media pembelajaran EDMODO dalam pengajaran membaca. Desain pretest posttest kelompok Kontrol Non-acak diterapkan. Penelitian ini menghasilkan bahwa strategi KWL dengan media pembelajaran EDMODO mencapai prestasi membaca yang lebih baik daripada yang konvensional.

Kata Kunci: Keefektifan, KWL strategy with EDMODO learning media, Mengajar Membaca

Abstract: Reading is one of the important basic language skills which needs communicative competences to build a good communication. Many students consider that reading is difficult, the teachers should use an appropriate strategy to help the students increase their ability on reading. The aim of this study was to investigate the effectiveness of KWL strategy with EDMODO learning media in the teaching reading. The Non-randomized Control group pretest posttest design was applied. The study has yielded that KWL strategy with EDMODO learning media achieved better reading achievement than conventional one.

Key Words: Effectiveness, KWL strategy with EDMODO learning media, Teaching Reading.

INTRODUCTION

As an international language, English is really important especially in Indonesia to face the globalization era. Mastering a foreign language such as English is necessary to study for Indonesian, because it makes everything easier, specially in communication and in obtaining information. As a foreign language, learning English is an integrated process that the learners should study the four basic skills namely: listening, speaking, reading, and writing. Four skills above are related one to another which very important in the process of language development. Reading skill plays important role in the educational field. *Reading is a process which related with text, reader's background and the situation the reading occurs in* (Hunt, 2004). Through reading activities, students

understand the ideas and meanings in the text.

A lot of teaching and testing materials are developed into one which consist of listening, speaking, reading, and writing. It is often claimed that the set of reading components provides a useful framework as a basis for developing learning, teaching, and testing designs. Reading skill can be described as *"a cognitive ability which a person is able to use when interacting with texts"* (Urquhart and Weir, 1998).

It is necessary for the students to master reading comprehension. Cooper (1986) *states that comprehension is a process of interacting with text to construct the meaning*. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

The ability of individuals to understand texts is influenced by their abilities and ability to process information. Readers use too much of their processing capacity to read each individual word because word recognition is difficult which interferes with their ability to understand reading. There are some of strategies which can improve reading comprehension, improving vocabulary, critical text analysis and in-depth reading exercises.

Reading skill is one of the four aspects of ability in learning English. In the new paradigm, curriculum emphasize that there is a strong relationship between literacy and content. Students learn how to find the main idea of the text and master reading content.

In the world of education, the lack of reading skill among students is one of the problem. Most students who face the problem get lower score in reading than the student who love to read. This is evidenced from the results of the Asesmen Kompetensi Siswa Indonesia (AKSI) / Indonesia National Assessment Program (INAP) that measures about reading, math and science skills for school children. The result shows that the students who have less ability on mathematics was 77,13 percent, less ability on reading was 46.83 percent, and less ability on science was 73.61 percent (2017 GLN Guide, Ministry of Education and Culture). In addition, Central Connecticut State University states on their survey that Indonesia position is 60th out of 61 countries which were surveyed. The study ranks the literacy levels of countries who were surveyed by using several variables, such as results PISA, number of libraries, newspaper circulation, education system, and computer availability.

Moreover, based on data from Educational Assessment Center of the Indonesian Ministry of Education and Culture (*KEMENDIKBUD of Indonesia*), Vocational High School students' exam results in English subjects for

2018/2019 academic year related to reading comprehension are still low. The percentage of students who answered correctly on the National Examination and School Examination was 35.79% for the text structure material, and 38.42% for the language element.

Based on the data above, the conclusion is the students scores of English at Vocational High School students are still very low because of the students can not understand the text well. At present, *due to the influence of the mass media, people not much interest in reading books such as magazines, journals, and other* (Palani, 2012). Some factors that cause the condition above are low motivation and interest in reading that students have.

Most teachers use the traditional way to teach their students in reading. It is the type of teacher-center learning that the students only learn everything was taught by their teacher. This conventional strategy in learning reading mostly use GTM (Grammar Translation Method). Howatt (1984) *states that Grammar translation method is a classical method*. It has been known in the nineteenth century. There is a different between grammar translation from the past and nineteenth century. In addition, the Grammar Translation method "reform" language teaching methodology in twentieth century and it used until today in many educational contexts. Sometimes this type of teaching process is not interested for the students and make them feel bored. In this condition, a teacher should be more creative and innovative to attract students interest in reading and provide motivation for students to learn English well. To overcome the boredom of the process the researcher chooses KWL (Know, Want, Learn). It can make the student more active, creative and innovative.

Ogle (1986) *states that K-W-L is an instructional reading strategy that is used to guide students through a text*. Students begin by brainstorming everything they Know about a topic. This information is recorded in the K column of a K-W-L chart. Students then generate a list of questions about what they Want to Know about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have Learned is recorded in the L column of the K-W-L chart.

The teacher have to find the most innovative way to teach their students to gain students' interest. Using media to support the method is a way to make the students interested to the material because it is fun. Based on Arsyad (2006), *media is access that can send and transmit learning message. People can share their ideas, views or opinions through the media.*
It can stimulate attention, interest, thought, and students' feeling in learning process.

In 2017, teachers could use a lot of web and media to support the teaching learning process that make the students enjoy and being active in the class. Based on Al-khatiri (2014), *One of the most popular web in that era is Web 2.0. It is the second generation of World Wide Web (WWW) which emphasizes on the user-generated content and interaction among the users.* This web has helped to promote and support the education standard. Wolfe & College (2007) *explain that the web basically a service provider that allows users to create system profiles and an online group network of user.* Types of Web 2.0 tools are Blog, Wikis, Social Networking, Multimedia Archives, Synchronous Communication Tools, 3-D Virtual Worlds, Multiplayer Games, Mobile Learning, and Open Content.

Besides of Web 2.0, there is another media named Edmodo. Gómez (2015) *states that Edmodo is a social platform for education.* The interaction process works through the wall (timeline) where the material can be shared. It also has group chat facility for the students to discuss the material. It is almost similar to Facebook. To support the teaching and learning process, teachers can use Edmodo. From Edmodo, students can post something such as additional information about written material. Students can also communicate with other friends at Edmodo.

Edmodo is a social network for students, teachers, and parents. It can be used to share assignments and grades, host discussions and post videos, schedule appointments, and create and take polls". It means that Edmodo is one of social media which can be operated by students, teachers or lecturers, and parents. It is able to be used to post various assignments and students' learning achievement, actual discussion topics, video, appointments, and to facilitate students' polls which are related to teaching learning process.Edmodo is a facility for the teachers to make their teaching-learning process more interesting. By using Edmodo's features the teacher can give assignments, quizzes, share the materials, and give feedback for students' work directly. Therefore, social media is not only as the place to share the opinions but also it can be useful in teaching-learning process. The students can access their work in and/or out of the class easily. Besides, by the interesting learning the students will get more understanding what they have learned, because they learn enjoyably. In other words, Edmodo gives benefits for teachers to organize quality resources for students.

Based on descriptive above, the researcher combine KWL strategy with Edmodo Learning Media. This research was conducted to determine the effectiveness of KWL strategy with edmodo mediain teaching reading for Vocational High School. For this reason, in preparing this thesis the researchers took tittle "The

Effectiveness of KWL Strategy With Edmodo Media in Teaching Reading for Vocational High School"

REVIEW OF RELATED LITERATURE
Teaching English

Teaching English consists of two words, teaching and English. According to dictionary, teaching is an activity in a group. Moreover, English is a subject of language lesson. Form those definitions above, the researcher concludes that teaching is a group activity which learn English language.

English teaching in Vocational High School is intended to make the students are able to communicate English well. Hornby (1986: 886) defines *teaching is giving instruction in order somebody to know or be able to do something.* Moreover, *Teaching is an activity in which the teacher guides and facilitates the students' learning process. The teacher gives a chance for the learners to learn, and sets the condition for learning* (Brown, 2000).

From the definition above, it can be concluded that teaching is a process where the teacher convey their knowledge and be able to manage the class in a good condition to make the process successful.

Reading

Reading is one of English skill besides speaking, listening and writing. It is the way to understand written messages. *According to Nuttall (1996), reading means the result of interaction between the writer's and the reader's mind.* It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

Based on Harmer (1991) "Reading is an exercise dominated by the eyes and brain." Through reading comprehension, the 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. *According to Pang (2003), reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension.* Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

Based on two definitions above reading can be defined as the instant recognition of various written symbol with readers' background knowledge. It can be defined as comprehension of the

information and the idea communicated.

Purpose of Reading

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn form texts
4. Reading to integrate information, write, and critiques texts
5. Reading for general comprehension

Types of Reading

1. Extensive Reading
   Extensive reading is the reading manner which is done toward many texts in short time
2. Intensive Reading
   Intensive reading is the reading manner which is done exactly toward the details of the text or the reading materials.

Teaching Reading

Teaching is an activity in which the teacher guides and facilitates the students' learning process. *The teacher gives a chance for the learners to learn, and sets the condition for learning* (Brown, 2000). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn.

Teaching can be defined as a process of learning where the teachers as educators convey or show the learners to learn how to do something by give instruction and guide in the study of something. Brown (2000) *states that both teaching and learning can not be defined apart. It is guiding, facilitating the students or setting the classroom.* Zacarian and Haynes (2010) *state that teaching and learning activities must be based on deliberate and explicit instruction that allows multiple opportunities for: (1) Students understanding of the lesson's key content goals and activities;(2) Teacher modeling of activities before students engage in them;(3) Frequent opportunities for students to practice activities comfortably; and (4) Multiple and repeated connections to student's personal, cultural, linguistic, social and academic experiences.* Moreover, Cohen (1994) *states that the best teaching and learning process will occurs when the teachers provide their students with frequent opportunities to participate and interact with others.*

Regarding to some explanation above, it can be concluded that teaching is a process where the teacher convey their knowledge and be able to manage the class in a good condition to make the process successful. Beside, teaching reading can be defined as the activities that the teacher makes the students are able to comprehend the content of the text.

Classroom Reading Activities

The teacher has to choose the best strategy to teach reading which will make the students understand and get motivated more. According to Grabe (2009), there are many strategies instruction that can be used by the teacher. Those are at the following :

1. Experience Text Relate (ETR)
    ETR is a part of curriculum of the Kamehameha Early Education Program (KEEP) in Hawaii. This strategy makes the students' background knowledge more active, predicts about the topic. In addition, students can set their comprehension. Beside that, students can make the question about the text, evaluate it and combine their experience with the information from the text through discussion.

2. Question Answer Response (QAR)
    In this strategy, students practiced to answer questions. Students develop their consciousness how to respond many kinds of the questions. However, it is developed by their ability comprehension and understanding to answer the question.

3. Directed Reading and Thinking Activities (DRTA)
    This strategy draws the fact of research, which is the effectiveness of predicting, explaining, monitoring, and evaluating the strategy. It is not

directly but very support for the instruction of activities.

4. Know, Want to know, Learned (KWL)
    KWL is about know (K), want to know (W) and learned (L). The students write their opinion about topic in column K, and what they want to know in column W. After teacher lead them to read text and write what they have learned from text in column L.

Definition of KWL Strategy

Sometimes the students find difficulties in understanding the meaning of the text while studying reading. The students who did not understand the text well are not interest, bored and even frustated and they assume it is difficult lesson. Blachowicz and Ogle (2008) *state that reading is essential. The students who read well and widely build a strong foundation for learning in their life.* KWL helps the students become better readers in recount text and helps instructor to be more interactive in reading.

Ogle (1986) *states that this strategy is represented in three stages. Those are what students know, and then they focus on what they want to learn, after reading they discuss about what they have learned.* Students are given an apportunity to be good thinkers. Teacher can use this strategy in each student includes column for each of the activities.

Using EDMODO as Learning Media

Edmodo is one of web 2.0 tools that belong to social networking sites. According to Galán (2011), *Edmodo is the social networks that suggested to be used in educational field. Edmodo is an online learning media that provides tools and features to facilitate teaching and learning activities with secure platform. It is free application and it could be accessed through any mobile devices with Internet capabilities. It provides a simple way for teachers and students in a virtual class to connect and collaborate* (Al-Khatiri, 2014)

Via Edmodo, teachers can send out quizzes and assignments, give feedback, receive completed assignments, assign grades, store and share content in the form of both files and links, maintain a class calendar, conduct polls, as well as send notes and text alerts to individual students or to the entire class (Al-Kathiri, 2014). Moreover, the teachers are facilitated to send out the materials and assignments without any paper and face-to-face interaction. As well, the students can also simply access the materials and engage in the classroom activity virtually. They can complete the quizzes and polls, submit completed assignments, receive grades, and download any content which are uploaded by the teacher.

Reason Why KWL Strategy with EDMODO

Teacher shall use creative strategy and appropiate media in teaching and learning process in order to make the students understand well in an active and fun way. One of the alternative strategy is KWL strategy with EDMODO. Trough this strategy, every students has opportunity to think about the material in order to improve informations. Moreover EDMODO makes it easier to study anywhere and anytime.

The Steps of KWL Strategy with EDMODO

The steps of KWL Strategy with EDMODO are described bellow:

1. The teacher asks the students to choose random texts via post in EDMODO.
2. The teacher posts the KWL table on the EDMODO wall.
3. The teacher does a conversation with the student to discuss everything they know in EDMODO chatroom about the text as they read the tittle and make them write it in the K column on their KWL table.
4. The teacher asks the students about what are they want to know about the text in EDMODO chatroom.
5. The students write their questions on W column on their worksheet.
6. The teacher posts the text and let the students to read the text.

7. The students read the text and try to find the answers of their questions on W column.
8. The students write about the new information that they get after read the text and write the information on L column.
9. The teacher ask the students whether they are could find the answers of their questions or not via EDMODO chatroom. They have to read the text once more if they were not get the answer.
10. The teacher discuss the topic with all of the students to give more explanation.
11. The students submit their KWL chart.

The Advantages of KWL Srategy

1. It is appropriate for all education levels from beginners up to advanced.
2. It can be used for all skill but is most suitable for reading skills.
3. It helps students to monitor their comprehension and knowledge.
4. It encourage students to co critical thinking.
5. It makes teacher and students become more interactive in the teaching and learning process.
6. It sets out a purpose for reading. This means that readers have some ideas about the text before reading the whole text and focus to find the important points while reading.

The Disadvantages of KWL Strategy

1. It is difficult for students with no prior knowledge.
2. It takes time to complete.

3. It is not effective for reading fiction materials.
4. It is not appropriate for readers who are not active thinkers.
5. Students will give up easily.

Conventional Strategy

In language learning, *strategy is how students can use instrument and develop their ability for second language or foreign language effectively*. While *conventional means something that generally accepted* (Wiktionary, 2020). As stated above conventional strategy can be concluded as the way students can use instruments and develop their ability which generally accepted or oftently used. Moreover, Tetzner (2004) *states that GTM has been used as the main way to teach since nineteenth century to teach foreign language. It can be conclude that GTM can be called as conventional strategy.*

Grammar Translation Method

Grammar Translation Method is an approach, which emphasizes the rules merely and translates the text into native language. In line with this theory, Richard (1996) *states that Grammar Translation Method is an approach of studying a language through detailed analyses the grammar rules of the first language rhen followed by application of knowledge to the task of translation sentences and text into and of the native.* Moreover, *foreign language was taught by Classical Method in western. It focuses on the rules of grammatical, texts' translation,*

memorization of vocabulary (Brown, 2001).

The reason why most of teacher who employ Grammar Translation Method to teach English is it give the students access to English literature, develop their minds "mentally" through foreign language learning, and to build in them the kinds of grammar, reading, vocabulary, and translation.

Advantages of Grammar Translation Method

The following are the advantages of Grammar Translation Method for teaching English :

1. It is an easy method
   In this method, the students process from the known to unknown. They already know their mother tongue and now he learns the English equivalents.
2. It increase vocabulary
   Grammar Translation Method helps the students expand their vocabulary as they do much of translation.
3. It save teacher's labor
   The teacher finds it very easy to prepare this lesson.
4. Comprehension is easily tested
   Students' comprehension can be easily tested by asking them to answer question in the mother tongue.

Disadvantages of Grammar Translation Method

The following are the disadvantages of Grammar Translation Method for teaching English :

1. It neglects speech

Translation method can not let the learning process do much oral work
2. It ignore habit formation
   Because of its neglect of speech and pattern practice. Translation method ignores habit formation. The students never acquire the habit to think in English.
3. It makes the student a passive listener
   In this method the students not be an active participant in the teaching learning process. They are passive listener.
4. It is uninteresting
   Translation method is dull and mechanical. It is boring. No aids are used to make lessons interesting.

RESEARCH DESIGN

Research design is all needed process in planning and conducting the research. It is an important way to achieve scientific truth for a research. In other word, it answers the research problem through applying of the scientific procedure.

This study is experimental research design. The data which used in this study are interval data because they are taken from students' score. This research aim to investigate the effectiveness of Know-Want to Know-Learn (KWL) strategy with Edmodo as the experimental group. It is compared with the control group which is taught by using conventional strategy. Meanwhile, the research method of this study is quasi-experimental applying non-

randomaized control group pre-test and post-test design. *The non-randomized control group, pre-test, and post-test design is a good second choice when random assignment of subject group is not possible* (Ary: 2010).

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

Variables

Ary (2010) *states that a variable is a construct or a characteristic that can take on different values or scores*. However, related to hypothesis of this study, there are two variable observed. They are dependent and independent variable. Both of the independent variable are going to improve reading skill, while the dependent variable is the students' reading achievement present by their scores at the end of the treatment by using those two teaching strategy.

Treatment

Treatment in experimental design is one of important activities. The treatment variable in some experiments consists of instructional material and time allocation. The quasi-experimental research is conducted to know the effect of different treatment of teaching to the control group and the experimental group with different teaching strategies. The experimental group is KWL strategy with EDMODO media and the control group is Conventional strategy (GTM).

Instructional Material

The instructional material is used by the reseacher for two groups is the same materials. The materials of the experimental study are taken from English book related to the students.

Time Allocation

The duration in this experiment is 3 x 45 minutes in each meeting. Each group needs twice meetings to finish this experiment. This experiment was held in the second semester at the academic year of 2019/2020.

Population

According to Ary (2010: 148) population is defined as all members of any well defined class of people, events, or object. Population is all of the research subject. The population of the study is all of second year students of SMK Negeri 2 Blitar which consists of 17 classes, each class consists of 34-36 students.

Sample

According to Ary (2010: 148) sample is the small group that is observed *or a sample is a portion of population*. The researcher uses non random sampling method to determine the subject of the study. The sample of this study is 50 students from two classes. 25 students are taken from class XI Multimedia 1 and the other 25 students are taken from XI Multimedia 2.

Instrument

The researcher uses 25 questions of multiple choices test as the instrumen of the study. To make a good multiple choice test, there should be minimally two requirements to fulfill that it can yield the accurate data. They are validity and reliability to measure whether the tests which used are valid and reliable.

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

Validity

According to Ary (2010) *validity is the most important consideration in developing and evaluating measuring intruments.* Historically, validity was defined as the extend to which instrument measured what it claimed to measure, the focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from instrument. This study is 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 statiscally using SPSS version 20.

Reliability

A reliable test is a test which would provide a consistent set of scores for a group of individuals. Reliability is a necessary but not sufficient condition for validity. A test which provides totally inconsistent result cannot posibbly provide accurate information about the behavior being measured. The reliability of the reading test is measured to know the preciness of the language skill assesment 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 represent the true level of the skill being assessed or not. To measure it, this study uses Cronbach's Alpa coefficient.

Method of Collecting Data

Method of collecting data means a way to obtain the data regarding to variables of the research. The researcher uses multiple choice test and item total correlation test for it enables to measure the effectiveness of the spesific learning object. The scores are taken from the students through multiple choices which has fulfilled the validity and reliability.

Pretest

Pre-test of design method is used before the researcher determine which group as experimental and control. The first step is giving a passage for students to read manually, then the students answered the questions that have been provided by the content of passage.

Treatment

The treatment of design method by using quasi experimental is compared two groups which receive different treatment. The researcher uses KWL strategy with

Edmodo learning media as the treatment of experimental group.

Posttest

Post-test is a test that is given after a treatment. It aim to find how far the treatment improved the students' reading skill.

Data Collection

Non randomized pre-test and post-test control group design is used in this research. Therefore, the researcher applies ANCOVA formula to prove the hypothesis as suggested by Pallant (2000) *who stated that ANCOVA can be used when you have two gorup pre-test/post-test design (e.g., comparing the impact of two difference intervention before and after measure ot the groups).* Moreover, Pallant *states that the scores on pre-test are treated as a covariate to control for preexisting differences between groups. ANCOVA is also handy when random assignment of subjects to the different groups is impossible, bit existing groups are used. As these groups may differ on a number of different attributes, ANCOVA can be used in an attempt to reduce some differences of these* (Stevens, cited in Pallant, 2000). In this research, after the data are collected, the researcher analyze the data.

In analyzing the data, the researcher uses the independent sample t-test in SPSS version 20 programs. Independent sample t test is used to compare the score of the experimental and control group. The researcher uses SPSS version 20 programs to compare a significant difference effect of using KWL strategy and Conventional strategy for teaching reading.

In order to gain accurate and correct data, the researcher has calculated the data by using SPSS for windows version. If the means scores of post-test for experimental group is bigger that the control group, it can be concluded that KWL strategy is more effective than conventional strategy.

CONCLUSIONS

The conclusions are presented in accordance with the problem, objective and hypothesis of this study stated in previous chapter. Here are the conclusions:

1. Based on statistical analysis which is measured by SPSS version 20 program, the significant value of Media*Pretest is 0.386. it is much bigger than 0.05. it means that the scatter plots of the experimental and control group on the graphic of testing the liniearity is linier (straight-line). The graphic also shows that both of the groups are not curvilinear, so the assumption of the liniearity is not violated.

2. Based on ANCOVA shows that the null hypothesis says that both of the strategy (KWL strategy and Conventional strategy) is F (1.47) = F 16.709 , P (0.000) which is smaller than 0.05.

3. The result proves that learning strategy using KWL with Edmodo learning media is more

effective than conventional strategy in teaching reading on report text in second grade students of SMKN 02 Blitar. The result which statistically measured by SPSS version 20 program shows that the students who are taught by KWL strategy with Edmodo learning media get higher achievement than the students who are taught by conventional strategy. It can be seen on the marginal mean which showed that KWL strategy with Edmodo Learning Media get significant value 64.462[a] and the conventional media get 57.378[a].

SUGGESTIONS

From the statement above, it can be concluded that teaching students with KWL strategy using Edmodo learning media is effective because it helps the students understand the text.

Suggestions for Teacher

The teacher has the most important role in teaching to make the students comprehend the material well. It is essential for the teacher to use KWL strategy with Edmodo learning media because it helps students understand the text. The teacher has to pay more attention to the students with different ability, attitude and background knowledge. In addition, the teacher has to increase the students' motivation in learning.

Suggestion for Students

By discussing the material with classmate, the students can improve their reading skill. They can solve their learning problems by themselves because KWL strategy allow them to do more activities that can help them.

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