



THE EFFECT OF GLOBAL METHOD ON STUDENTS READING COMPREHENSION OF THE NINTH GRADE STUDENTS AT STATE ISLAMIC JUNIOR HIGH SCHOOL (MADRASAH TSANAWIYAH NEGERI/MTsN) 5 AT JAMBI CITY

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ABSTRACT

This study aims to assess the impact of employing the Global Method on students' reading comprehension at MTsN 5 Jambi City. It adopts a quantitative approach through a quasi-experimental design with non-equivalent control groups. The sample comprises 68 students divided into experimental and control groups selected via purposive random sampling. Data collection involves short-answer questions administered as pre-tests and post-tests. The findings indicate a higher mean post-test score (74.26) compared to the mean pre-test score (49.41). Statistical analysis using the Wilcoxon test reveals a significance level (sig 2-tailed) of 0.000, indicating acceptance of Ha1 (alternative hypothesis) and rejection of H01 (null hypothesis), signifying a significant improvement in students' reading comprehension after implementing the Global Method. Additionally, results from the independent sample t-test show a sig (2-tailed) value of 0.000, with a t-test value (6.074) surpassing the t-table value (1.671) at $df = 66$, leading to acceptance of Ha2 and rejection of H02. This confirms a significant difference in reading comprehension between students exposed to the Global Method and those who were not.

Keywords: The Effect, Global Method, Reading Comprehension

A. INTRODUCTION

Reading is vital in education, providing opportunities to expand knowledge, stimulate imagination, and gather information (Korkmaz & Oz, 2021). It enhances language skills and promotes cognitive engagement (Čeljo et al., 2021). Central to reading is comprehension, defined by Masrai (2019) as a complex cognitive process essential for understanding texts through actively constructing meaning from prior knowledge. Effective reading comprehension is crucial, as highlighted by Banditvilai (2020), who sees it as acquiring information and meaning through interaction with written language. Successful reading involves understanding the context and extracting essential information (Banditvilai, 2020).

In Indonesia, reading comprehension faces challenges, reflected in low international literacy rankings (OECD, 2020) and varied national proficiency levels (Kemdikbud, 2017). Barriers



include intellectual challenges, environmental influences, lack of family motivation, and disinterest in reading (Rohim, 2018). Internship research at MTs N 5 Jambi City showed students find English particularly challenging due to difficulties in pronunciation, vocabulary, and interpretation, resulting in confusion and below-average grades (Rohim, 2018). Despite fluency, comprehension remains a hurdle, with declining interest in traditional reading materials due to mass media influence.

The main goal of reading is extracting information, yet many students struggle with comprehension (Rachnat, 2020). Innovative strategies, such as the Global Method, are essential. Anderson (1987) describes this method as enhancing student understanding through active engagement in reading comprehension. The Global Method involves sustained silent reading, where students silently read assigned materials, summarize key points, and participate in discussions and assessments led by the teacher (Hunt, 1970).

Studies have shown the Global Method improves reading comprehension among junior high school students. Riyadi et al. (2022) noted significant improvements in comprehension, while Aropa et al. (2020) reported enhanced reading quality, and Oktarina et al. (2022) found improved comprehension of recount texts among eighth-grade students. However, these studies primarily focused on general school settings. This research uniquely targets an Islamic junior high school (MTs), specifically MTs N 5 Jambi City, exploring the impact of the Global Method with sustained silent reading.

The study aims to evaluate the benefits of the Global Method in enhancing reading comprehension among ninth-grade students at MTs N 5 Jambi City. The researcher's interest in this study, titled "The Effect of the Global Method on Students' Reading Comprehension at State Islamic Junior High School (Madrasah Tsanawiyah Negeri/MTs N) 5, Jambi City," stems from the challenges in reading comprehension and the need for effective strategies to foster interest in English learning, particularly in reading comprehension.

B. METHOD

This research employed quantitative methodology utilizing a quasi-experimental design to gather and analyze data. Quasi-experimental research aims to establish causal relationships



between different variables (Cressweel & Plano, 2011; Sugiyono, 2014; Arikunto, 2010). According to Hung et al. (2018), an experiment tests ideas or practices to assess their impact on the outcome or dependent variable. In this quasi-experimental study, the researcher adopted a non-equivalent control group design, incorporating both pre-test and post-test assessments to gauge students' reading comprehension. The study involved two distinct groups: the experimental group, which received the intervention, and the control group, which did not. The primary aim of this study was to investigate the impact of variable X, represented by the Global Method, on variable Y, which pertains to the reading comprehension levels of ninth-grade students at MTsN 5 Jambi City.

The researcher employed a purposive random sampling method for selecting participants in this study. This method involved randomly selecting two classes, ensuring they were relevant to the research survey's objectives. Specifically, Class IX B was designated as the experimental group, where the Global Method was implemented, while Class IX D served as the control group, receiving conventional teaching techniques. This approach aimed to ensure the validity and representativeness of the sample groups in the study. In this study, the researcher focused on assessing students' reading comprehension skills. To gather the necessary data, a reading comprehension test on recount texts was administered using short-answer formats. This test was specifically designed to evaluate students' ability to comprehend written passages.

Furthermore, the researcher administered both a pre-test and a post-test to the students. Each test comprised 20 short-answer questions aimed at assessing students' literal comprehension levels. Before administering these tests, a pilot study was conducted to validate the instruments used and to ensure students' comprehension of the test materials. The process of data analysis involves assessing whether the collected data is adequate for further investigation. As stated by Ishtiaq (2019), data analysis serves to elucidate and address various research inquiries. Specifically, in this study, the focus was on determining whether there was an observable effect on students' reading comprehension of recount texts.

The researcher meticulously analyzed the data utilizing SPSS 23 (Statistical Product in Service Solution). This involved conducting several tests such as normality testing, homogeneity testing, and t-tests to examine the relationships and significance within the data.



C. FINDINGS AND DISCUSSION

The result of Pre-test and Post-test in the experimental class

After the treatment, the researcher gave a post-test to the class to see the effect on students' reading comprehension. The lowest score was 60 and the highest score was 95. Based on the calculation, it can be concluded that the mean post-test score in the experimental class was 74.26 out of 34 students. After the treatment, the researcher gave a post-test to the class to see the effect on students' reading comprehension. The lowest score was 60 and the highest score was 95. Based on the calculation, it can be concluded that the mean post-test score in the experimental class was 74.26 out of 34 students.

After a thorough research process, the goal was to determine if the Global Method significantly impacts students' reading comprehension and to identify differences in its effectiveness. Class IXB served as the experimental group, while Class IXD was the control group. Data was collected to answer these research questions, focusing on students at MTsN 5 Jambi City.

The result of Pre-test and Post-test in the control class

Based on the analysis of students' pre-test scores in the control class, 32 students (94%) were categorized as very poor between (0-64), and 2 students (6%) were categorized as poor between (65-74). After the intervention, students' reading comprehension test results varied more. The highest score was 80 and the lowest score was 55. The mean post-test score in the control class was 61.18 out of 34 students.

There were still 19 (56%) who were categorized as very poor in the interval (0-64), 11 students (32%) were categorized as poor in the interval between (65-74), 3 students (9%) were categorized as sufficient in the interval between (75-82), 1 student (3%) was categorized as good in the interval between (83-91), then no students were categorized as very good in the interval between (92-100)

Statistic Analysis

Normality Test

According to the Kolmogorov-Smirnov test, the pre-test sig/p value in the control class is 0.000, which is less than 0.05, indicating that the pre-test data in the control class is not

normally distributed. The post-test sig/p value in the control class is 0.116, which is greater than 0.05, indicating that the post-test data in the control class is normally distributed. In the experimental class, both the pre-test sig/p value (0.054) and the post-test sig/p value (0.071) are greater than 0.05, indicating that the pre-test and post-test data in the experimental class are normally distributed. Therefore, among the four test data sets, the pre-test value in the control class is the only one that is not normally distributed.

Due to this abnormality in the pre-test data, the researcher conducted an alternative paired sample T-test using the Wilcoxon nonparametric statistical test. Based on the results shown in Table 4.6, the sig (2-tailed) value is 0.000, which is less than 0.05. Consequently, the alternative hypothesis (H_{a1}) is accepted and the null hypothesis (H_{01}) is rejected. This indicates that the Global Method has a significant effect on students' reading comprehension in recount text.

Homogeneity Test

The homogeneity test results for the post-test in both the experimental and control classes are greater than the significance level of 0.05, specifically $0.875 > 0.05$. This indicates that the sample variances of the two classes are homogeneous.

Independent Sample T-Test

The calculated t-value (6.074) exceeds the t-table value (1.671), and the p-value (0.000) is less than 0.05. This means that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. Consequently, there is a significant difference between the post-test results of the control class and the experimental class. The group statistics table reveals that the mean post-test score for the control class is 61.18, while the mean for the experimental class is 74.26. This indicates that the experimental class's post-test mean score is higher than that of the control class.

Evidence shows that the Global Method positively influences reading comprehension, aligning with Anderson's theory (1987) that it effectively enhances students' reading skills. Previous research by Riyadi (2022) supports this, with post-test scores averaging 80.98



compared to pre-test scores of 61.25. The t-test results ($4.92 > 1.99$) further confirm this significant effect.

Similar results were found in Harris's (2020) study of class VIII students at SMP 16 Tangerang City, where post-test scores (79.85) were higher than pre-test scores (62.71). Irmawati (2014) also found that the Global Method improved students' reading comprehension, with an increase of 9.75% from the D-Test to cycle I and 10.75% from cycle I to cycle II. Researcher used pre-tests and post-tests to assess students' comprehension. After treatment, data was analyzed through normality and homogeneity tests, revealing non-normal distribution. Thus, the Wilcoxon test was used, followed by a homogeneity test showing homogeneous data. The final analysis was done using an independent sample T-test.

To determine if the Global Method impacts students' reading comprehension, the Wilcoxon test showed a significant improvement in post-test scores for both control and experimental groups (sig (2-Tailed) value = $0.000 < 0.05$). The null hypothesis (H_01) was rejected, confirming the method's significant effect on reading comprehension. For the second research question, the Independent Sample T-test revealed a significant difference in reading comprehension between the experimental and control groups (sig (2-tailed) = $0.000 < 0.05$; t-count = $9.056 > t\text{-table} = 1.671$). Thus, the null hypothesis (H_02) was rejected, indicating significant differences due to the Global Method.

Based on these findings, the researcher aims to expand on previous studies and build a theoretical framework for further investigation, focusing on the Global Method's significant contribution to student comprehension. The study seeks to explore the effects of the Global Method with sustained silent reading on students' reading comprehension, motivated by the opportunity to investigate this unique approach. Previous studies primarily focused on using the Global Method alone.

D. CONCLUSION

The research demonstrates a significant effect of using the Global Method on students' reading comprehension in short answer questions. The quasi-experimental data, with a non-



equivalent experimental group design, revealed that the mean post-test score of students in the experimental class was 74.26, compared to a mean pre-test score of 49.41. Additionally, the pre-test and post-test results for the experimental class had a sig (2-tailed) value of 0.000, which is less than 0.05 ($0.000 < 0.05$). This indicates that the null hypothesis (H01) can be rejected and the alternative hypothesis (Ha1) is accepted, confirming the significant impact of the Global Method on students' reading comprehension.

The evidence also indicates a significant difference in reading comprehension between students taught using the Global Method and those who were not. The post-test results of the experimental and control classes showed a sig (2-tailed) value of 0.000, which is less than 0.05 ($0.000 < 0.05$). Moreover, the t-count value of 6.704 is greater than the t-table value of 1.671 ($6.704 > 1.671$). Thus, the researcher concludes that the null hypothesis (H02) is rejected and the alternative hypothesis (Ha2) is accepted, indicating significant differences in learning outcomes between the experimental and control classes.

In conclusion, the Global Method positively impacts students' reading comprehension. The findings support the alternative hypothesis (Ha1) that the Global Method significantly improves reading comprehension and the alternative hypothesis (Ha2) that there is a significant difference in reading comprehension between students who use the Global Method and those who do not.

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