

THE USE OF KEYWORD METHOD IN IMPROVING THE STUDENT'S READING COMPREHENSION IN MA AS'ADIYAH 170 MAKASSAR

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Abstrak

Membaca merupakan salah satu keterampilan berbahasa yang paling penting di samping ketiga keterampilan berbahasa lainnya. Membaca adalah cara yang bagus untuk mengembangkan dan memahami bahasa Inggris. Hal ini dianggap sangat penting untuk memperoleh pemahaman membaca ketika belajar bahasa asing. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan metode kata kunci untuk meningkatkan pemahaman membaca siswa dan untuk mengetahui reaksi siswa terhadap penggunaan metode kata kunci untuk meningkatkan pemahaman membaca siswa. Desain penelitian dalam penelitian ini bersifat pra-eksperimental dengan menggunakan metode kuantitatif. Instrumen penelitian ini adalah Test (Pre-test dan Post-test) dan kuesioner. Penelitian ini terdiri dari 5 pertemuan termasuk latihan-latihan. Sampel penelitian ini adalah kelas XI yang terdiri dari 34 siswa, 19 laki-laki, dan 15 perempuan. Hasil penelitian ini menunjukkan skor rata-rata siswa pada pra-tes adalah 53,12 dan skor rata-rata pasca-tes 75,12. Disimpulkan bahwa persentase tingkat dalam pasca-tes lebih tinggi dari persentase tingkat dalam pra-tes dalam pengajaran pemahaman membaca. Ini berarti bahwa itu adalah peningkatan yang signifikan dengan menggunakan metode kata kunci. Tanggapan siswa melalui kuesioner juga telah menghitung temuan, hasilnya menunjukkan semua siswa menjawab positif dan semuanya mendapat 50-74,99%. Nilai utama siswa adalah 2.071 dari 34 siswa yang dikategorikan responsif. Berdasarkan skor metode, peneliti dapat menyimpulkan bahwa siswa responsif dan mampu meningkatkan siswa dalam belajar pemahaman bacaan dengan menggunakan metode kata kunci.

Kata Kunci: *Pemahaman Membaca, Metode Kata Kunci, Respon Siswa.*

Abstract

Reading is one of the foremost imperative language abilities in expansion to three other language skills. Reading could be a great way to create and get it English. The securing of perusing aptitudes in remote language learning is considered a need. The objective of the investigate is to discover out the impact of using the Keyword Method to move forward the student's reading comprehension and to discover out the student's reaction toward utilizing Keyword Method to move forward the student's reading comprehension. The investigate plan in this inquire about was pre-experimental

by using a quantitative method. The instrument of this investigate was Test (Pre-test and Post-test) and a questionnaire. The inquire about comprised of 5 gatherings counting treatment. The sample of this investigate was class XI comprised of 34 understudies, 19 male s, and 15 females. The result of this investigate was shown the understudies 'cruel score on pre-test was 53.12 and the cruel score of the post-test 75.12. It concluded that the rate percentage in post-test was higher than the rate percentage in pre-test in teaching reading comprehension. It means that the was a significant improvement by using keyword method. The student's response through the questionnaire also had calculated on the finding, the result showed all the student's answered positive and all of them got 50-74.99 %. The main score students was 2.071 from 34 students which were categorized as responsive. Based on the score of the method, the researcher could conclude that the student's responsive and able to improve the student's in learning reading comprehension by using keyword method.

Keywords: *Reading Comprehension, Keyword Method, Student's Response.*

INTRODUCTION

In mastering reading skills students must understand some important reading skills (Sulastri., Ratnawati., 2018). These are eight skills that students must master in learning to read are decoding, phonics, vocabulary, fluency, sentence construction and cohesion and reading comprehension (Hasyim, I., Syarifuddin, S., 2021). Researchers focus on reading comprehension research. Based on the results of researchers' observations when doing an internship at MA As'Adiyah No. 170 Makassar, learning takes place in schools still using conventional learning strategies, so the learning process seems boring. In addition, sometimes in reading English texts, students sometimes feel bored and troublesome to get it the substance of the teach reading. In MA As'Adiyah No.170 Makassar, reading is not easy. The students have problems understanding their English learning, especially in reading, they still lack vocabulary (Syamsu, A., Hadijah. 2022).

This shows that the students made a lot of mistakes made when they read the text. This is because students rarely practice reading in English. In addition, in reading, students interpret verbatim. If they don't interpret verbatim, they don't understand the most thought of the content. Understudies find some difficulties to get the content of the text. Students assume that English is difficult to understand. They do not get it the meaning of the given text, so it is difficult for students to learn English more (Mansyur, U., Rahmawati, S., Muhajir., 2023). The impact is so that they are not too interested and enthusiastic about participating in the class (Sulaiman, R., Rusdiah., 2022). Based on this problem, teachers should use methods and strategies that are easy for students in teaching reading. So, the students can enjoy and be enthusiastic during the learning process. Many methods can be used including Predicting, Keyword Method, Story Map, Making Conclusions, and many other methods. Therefore, the purpose of this study aims to find out whether this keyword method improves students' reading comprehension or not.

METHOD

The research design that the researcher used in this study was pre-experimental by using quantitative methods to describe and support data collection. This research was conducted at MA As'Adiyah No. 170 Makassar where the population consisted of one class. With the study sample was one class (XI) consisting of 34 students, 19 men and 15 women. The sampling technique in this applied study is purposive sampling because each class of the population has the same qualities

as the same material, teachers, and time collection. Purposive sampling is a type of sampling technique commonly used in scientific research. There are two types of research instruments used, namely tests and questionnaires. The test referred to here is an essay test that is used to measure students' ability to understand English reading texts. Meanwhile, the questionnaire is used to find out students' responses to the use of the keyword method used by students in the learning process of understanding English text reading. To obtain data from both pre-test and post-test, student performance is assessed using an essay test then the student's score is calculated based on the assessment rubric that has been made and using the SPSS v26 application. Another data collection procedure is to provide a questionnaire related to how students respond during learning using the keyword method. In addition, questionnaires were distributed to students whose questions consisted of 20 question points in the form of 10 positive statements and 10 negative alignments that students might face when learning to use the keyword method.

FINDINGS

1. Pre-Test and Post-Test Results

Table 1. Students' Pre-Test Scores

		pre test			
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	40	2	5.9	5.9	5.9
	45	4	11.8	11.8	17.6
	46	5	14.7	14.7	32.4
	50	3	8.8	8.8	41.2
	53	1	2.9	2.9	44.1
	54	1	2.9	2.9	47.1
	55	3	8.8	8.8	55.9
	56	1	2.9	2.9	58.8
	58	5	14.7	14.7	73.5
	60	7	20.6	20.6	94.1
	64	2	5.9	5.9	100.0
Total	34	100.0	100.0		

From the table above, it could saw that there were 2 students who scored 40 (5,9 %), 4 students scored 45 (11,8%), 5 students scored 46 (14,7%), 3 students scored 50 (8,8%), 1 student scored 53 (2,9%), 1 student scored 54 (2,9%),3 students scored 55 (8,8%), 1 student scored 56 (2,9%), 5 students scored 58 (14,7%),7 students scored 60 (20,6%),and 2 students managed to score 64 (5,9%). The table above showed that the lowest score obtained by the student is 40 and the highest point is 64.

Table 2. Student Post-Test Scores

		post test			
	Frequency	Percent	Valid Percent	Cumulative Percent	

	62	1	2.9	2.9	2.9
	63	1	2.9	2.9	5.9
	65	1	2.9	2.9	8.8
	67	2	5.9	5.9	14.7
	68	1	2.9	2.9	17.6
	70	3	8.8	8.8	26.5
	73	1	2.9	2.9	29.4
	74	2	5.9	5.9	35.3
Valid	75	1	2.9	2.9	38.2
	76	7	20.6	20.6	58.8
	77	3	8.8	8.8	67.6
	78	4	11.8	11.8	79.4
	79	1	2.9	2.9	82.4
	80	1	2.9	2.9	85.3
	82	2	5.9	5.9	91.2
	85	2	5.9	5.9	97.1
	88	1	2.9	2.9	100.0
		Total	34	100.0	100.0

From the table above, it could saw that there were 1 student who scored 62 (2,9%), 1 student scored 63 (2,9%), 1 student scored 65 (2,9%), 2 students scored 67 (5,9%),1 student scored 68 (2,9%) ,3 students scored 70 (8.8%), 1 student scored 73 (2,9%), 2 students scored 74 (5,9%),1 student scored 75 (2,9%), 7 students scored 76 (20,6%),3 students scored 77(8.8%),4 students scored 78 (11,8%), 1 student scored 79 (2,9%),1 student scored 80 (2,9%),2 students scored 82 (saw9%),2 students scored 85 (5,9%), and 1 student managed to score 88 (2,9%). The table above showed that the lowest score obtained by the student was 62 and the highest point is 88.

Tabel 3. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
pre test	.170	34	.014	.915	34	.012
post test	.175	34	.010	.961	34	.259

Based on the output table "Test of Normality" in the Shapiro-Wilk test section, it is known that the significance value for the Pre-test value is 0.12, and the Post-Test value is 2.59. Since the value is greater than 0.05, it can be concluded that the pre-test and post-test data values are usually distributed. Thus, the normal requirements or assumptions in the use of paired sample t-tests had met.

Table 4. Paired Sample Test

		Paired Samples Test					T	Df	Sig. (2-tailed)
		Paired Differences							
Pair		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	pre test - post test	-22.000	5.975	1.025	-24.085	-19.915	-21.471	33	.000

Based on the "Paired Samples Test" output table above, it is known that the Significant (2-tailed) value is $0.00 < 0.05$, then H_0 is rejected and H_a is accepted. So, it could concluded that there is an average difference between pre-test and post-test learning outcomes, which means that there is an effect of using keyword methods in improving students' reading comprehension.

Table 5. Questionnaire

No.	Items																				Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	2	4	2	3	4	3	2	3	3	3	3	2	3	2	4	4	2	2	1	56
2	4	1	3	1	4	4	4	1	4	4	4	4	1	3	2	3	4	1	2	2	56
3	4	2	3	2	4	4	4	1	4	4	3	3	2	3	1	4	3	2	1	1	55
4	4	2	3	2	4	4	4	1	4	3	4	4	2	4	2	4	4	2	2	2	61
5	4	2	4	2	4	4	4	2	4	3	3	3	2	4	2	4	4	2	2	2	61
6	4	2	4	2	4	4	4	2	4	3	4	3	2	4	2	4	4	2	2	2	62
7	4	2	4	2	4	4	4	2	4	3	4	4	2	4	2	4	4	2	2	2	59
8	3	2	4	2	3	4	4	2	4	3	4	3	2	4	2	4	4	2	2	2	60
9	3	2	4	2	3	4	4	2	4	4	4	3	2	4	2	3	3	2	2	2	59
10	4	2	4	2	3	3	4	2	4	4	4	4	2	4	2	4	3	2	2	2	61
11	4	1	4	2	4	3	3	2	4	3	3	3	2	4	2	4	3	2	2	2	57
12	4	1	3	2	4	4	3	2	4	4	4	4	2	4	2	4	3	2	1	2	52
13	4	2	3	2	4	3	4	2	4	4	4	4	2	4	2	3	4	2	2	2	61
14	4	2	4	2	4	3	4	2	4	4	4	4	2	4	2	4	4	2	2	2	63
15	4	2	4	3	4	4	3	2	4	4	3	3	2	3	2	3	3	2	2	1	58
16	3	2	4	2	4	3	3	2	4	3	4	3	1	3	2	3	3	2	2	2	55
17	3	2	3	2	4	4	3	1	3	3	4	3	2	3	2	3	4	2	2	2	55
18	4	2	4	2	4	3	4	2	3	3	3	3	2	3	2	4	3	2	2	2	57
19	4	2	3	1	3	3	4	1	3	4	3	3	2	3	1	4	4	1	2	2	53

20	4	2	3	2	4	3	3	2	4	4	3	3	2	3	1	3	3	1	1	2	53
21	4	2	3	2	3	4	3	2	4	4	3	3	2	3	1	3	3	2	1	2	54
22	3	2	4	2	4	4	3	2	4	4	4	3	2	3	2	3	3	2	2	2	58
23	3	2	4	2	4	3	4	2	3	3	3	4	2	3	2	3	4	2	2	2	57
24	3	2	4	2	3	3	4	2	3	3	3	3	2	3	2	3	4	2	1	2	54
25	4	2	3	2	3	4	4	1	4	4	4	3	2	3	1	4	4	1	1	2	56
26	4	2	3	1	3	4	3	2	3	4	3	4	2	4	2	4	4	2	2	2	58
27	3	2	4	2	3	4	3	2	4	4	3	4	2	4	2	3	4	2	2	2	59
28	4	2	4	2	4	4	4	2	4	4	4	4	2	4	1	3	4	2	2	2	62
29	4	2	4	2	4	3	4	2	4	4	4	3	2	4	2	3	3	2	2	2	60
30	4	2	4	2	4	3	4	2	3	4	3	3	2	4	2	3	4	1	1	2	57
31	3	2	3	2	4	4	4	2	4	4	4	4	2	4	2	3	4	1	2	2	60
32	3	2	3	2	4	4	4	2	3	3	4	4	2	4	2	3	3	2	2	2	56
33	3	2	3	1	3	4	4	2	4	3	4	3	1	4	2	3	3	2	1	2	54
34	4	1	3	1	4	4	4	2	4	3	4	3	1	3	2	4	3	2	1	2	55
	Total																				2.071

Based on the table on the table over appeared that the aggregate score they got through the survey was 2,071 and divided by the number of students, the result is 60.91 where the value showed the percentage rate of student response score is 60.91 is at intervals of 50% - 74.99% which ha categorized as responsive (positive).

DISCUSSION

The results of the study prove that using the Keyword Method is compelling to be utilized to instruct students' reading comprehension about reading texts, especially in narrative texts. This explanation is evidenced by the student's score and after being given a significantly different treatment. In addition, the test results show us that before students give treatment (educating reading comprehension on narrative texts using the keyword method), their scores in which most students get a good classification with an average score and standard deviation after giving them using the keyword method. Their standard reading deviation in which twenty students are categorized as a good classification in the reading test by using the keyword method. The above data was collected through a reading test which is expected to improve reading comprehension in narrative texts in the eleventh grade of MA As'Adiyah N0.170 Makassar through the Keyword method, supported by the frequency and pace of student-test and post-test scores. After being presented the Keyword method, the student's score in teaching is greater than before. In the pre-test where there were 19 students (55.88%) who got the fair, 15 students (44.12%) became poor. This means that most students get a fair classification on pre-test, the pre-test average score is 53.12. In the post-test where there was 1 student (2.95%) getting very good, 20 students (58.82%) got good, 10 students (29.41%) got pretty good, and 3 students (8.82%) got a fair classification. Thus, the percentage of students has been proven by the average score between pre-test (53.12) and post-test (75.12).

This means that the increase is significant by using the keyword method. Therefore, it can be concluded that the teaching of reading through the keyword method has improved students' reading comprehension on reading texts especially on narrative texts after researchers give treatment using

a higher keyword method than students' reading comprehension on narrative texts before they are given treatment. Student's responses to the Keyword Method in the eleventh grade of MA As'Adiyah No. 170 Makassar had been and analyzed using a liker scale. The questionnaire was successfully filled out by 32 respondents taken in March 2022. From 10 positive statements and 10 negative statements from the questionnaire, researcher concluded that students' responses in learning reading comprehension with the keyword method had a good response. All students answered positively and all got 50% - 74.99%. There were 34 students who scored 50-74.99 (positive) who had thought with the key word method and the student's main score was 2,071 out of 34 students who were categorized as responsive (Positive).

CONCLUSION

Based on the results of data analysis, researcher can conclude that the use of the keyword method is able to improve students' reading comprehension in the eleventh grade of MA As'Adiyah No. 170 Makassar. This proves with the data showing that the pre-test average score is 53.12 and the post-test average score is 75.12. This means that the increase is significant by using the keyword method. Finally, using the Keyword Method can help students in learning English reading comprehension because this method is effective. From the 10 positive statements and 10 negative statements. All student answers were positive and all of them got 50 - 74.99%. The student's primary score was 2,071 overall out of 34 students. This means that the keyword method makes students have a positive response to in learning to read and they are responsive about it. Based on the method score, researcher can conclude that students are responsive in learning reading comprehension using the Keyword method.

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