

Utilizing Global Method to Improve Reading Comprehension of EFL Students

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ABSTRACT

Comprehending reading text in many genres is one of the main goals in learning English at the Junior High School level. Many innovative methods have been adapted and implemented by numerous scholars to improve this receptive skill. Thus, this study exposes the effectiveness of the Global Method to improve reading comprehension of eighth-grade students at SMP Negeri 1 Sigi and focuses on Narrative text. A quasi-experimental design was utilized involving two classes: an experimental class taught using the Global Method and a control class taught using conventional methods. A total of 46 students participated in this study. Both groups were given pre-tests and post-tests to measure their reading comprehension before and after the treatment. Paired sample t-tests and independent sample t-tests are applied to determine the significance differences between the two groups. The results present that the experimental class achieves a significant improvement in reading comprehension, with the mean score increasing from 66.91 in the pre-test to 87.91 in the post-test. In contrast, the control class points out a smaller improvement, with mean scores rising from 61.70 to 73.35. Statistical analysis confirmed that the Global Method has a significant positive effect on students' reading comprehension (the p-value <0.001 lower than 0,05). Therefore, the Global Method is more effective than conventional teaching methods in enhancing students' ability to understand narrative texts. It is recommended that English teachers incorporate this method into their instructional reading practices to support students' comprehension development.

Keywords: *Global Method, Reading Comprehension, EFL Learners, Narrative Texts*

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INTRODUCTION

Reading comprehension is one of the purposes of reading activity. It refers to a crucial product of a passive skill that enables learners to decode, interpret, analyse, and respond to various types of texts meaningfully. Reading comprehension involves the cognitive processes of recognizing words quickly and efficiently, developing and using a wide range of recognition vocabulary, interpreting and evaluating texts according to the target and needs of the reader, and processing texts fluently over long periods of time (Masrai, 2019). Process of thinking to acquire, store, and retrieve information are parts of reading comprehension (Banditvilai, 2020). Reading comprehension is a process of a reader in comprehending explicit and implicit ideas of a written text (Sudibyoy et al., 2020). Thus, reading comprehension is about grasping, analysing and evaluating ideas or information and its meaning in various contexts.

In learning English as a foreign language, reading comprehension in various genre of text is one of the main goals as stated in Merdeka Curriculum of Junior High School level. The curriculum emphasizes that the students are able to identify general and detailed information, and also interpret the meanings of the text. Nevertheless, many students of Junior High School level still struggle with reading comprehension. Vocabulary limitation, lack of learning strategies and methods are confirmed as the main factors resulting in students' failure to understand the text. These issues are in line with the challenges of students at SMP Negeri 1 Sigi. Therefore, to address this issue, teachers must consider reading' instructions that enhance students' engagement and comprehension.

One of the instructions that seems effective is Ganze or also known as Global Method. It is a method where students are instructed to read all the text and then break it down into sentences, words, then make a summary and analyse its meaning. The Ganze method (global method) is a method that asks students to write back briefly about the context of the text according to what they understand and get after they read the whole text. (Riyadi et al., 2022). The previous researches claim that it is effective to enhance students' reading comprehension. Global Method provides positive impacts in improving vocabulary and interpreting the information of the text(Maslahah, 2024). Therefore, the researchers are also interested in solving the students' problem in comprehending narrative texts by using Global Method

METHOD

This research employed a quasi-experimental research design that involves two classes: the experimental and the control class. By using random sampling technique, class VIII B, with 23 students, was assigned as the experimental class, and Class VIII D, with 23 students, was assigned as the control class. Both of the class eswere taught six times by using different methods, the Global Method was applied in experimental and the conventional method was implemented in control class. The instruments used in this research are test in terms of pre-test and post-test. These tests were constructed to measure students' reading comprehension before and after being exposed to the treatment. The pattern of the test were essay and true false. To analyse the data, the researchers calculated the students' score after checking their answers in the pre-test and post-test. The independent sample t-test were used to examine the data. In this study, simple data analysis utilized SPSS (Statistical Package for the Social Sciences).

FINDINGS AND DISCUSSION

Findings

After distributing, collecting, and analyzing the tests of both group, the result is presented as follow:

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	Df	Sig.	Statistic	df	Sig.
Result of Students' Reading Comprehension Class B & D	PreTest Experimental Class (Global Method)	.133	23	.200*	.966	23	.584
	PostTest Experimental Class (Global Method)	.144	23	.200*	.951	23	.313
	PreTest Control Class	.164	23	.109	.954	23	.353
	PostTest Control Class	.153	23	.175	.924	23	.081

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table above, it can be interpreted that the data from both classes are normal because the significance value of the two groups is higher than 0.05. therefore, the researchers applied descriptive statistics analysis and the result can be seen as follow:

Descriptive Statistics									
		N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
		Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic

Utilizing Global Method to Improve Reading Comprehension of EFL Students

PreTest	23	34	50	84	1539	66.91	1.826	8.759	76.719
Experimental Class (Global Method)									
PostTest	23	26	74	100	2022	87.91	1.364	6.543	42.810
Experimental Class (Global Method)									
PreTest Control Class	23	24	50	74	1419	61.70	1.174	5.628	31.676
PostTest Control Class	23	19	65	84	1687	73.35	1.285	6.162	37.964
Valid N (listwise)	23								

The data in the table above demonstrates that the students seem to have made significant progress in comprehending narrative reading texts after applying the Global Method. The average improvement is 21 points. In contrast, the students of control class who taught by using conventional methods, do not show statistically significant progress. The average improvement of the control class was lower than the experimental class. Next, refers to this result, the researchers applied paired sample t-test, and the result can be seen as follow:

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	PreTest Experimental Class (Global Method) - PostTest Experimental Class (Global Method)	-21.000	7.299	1.522	-24.156	-17.844	-13.798	22	<,001	<,001

The table above indicates that the difference between pretest and posttest scores of experimental class is statistically significant. Next to support all of the findings, an independent sample test was utilized. The result can be seen as follow:

Independent Samples Test											
		Levene's Test for Equality of Variances				t-test for Equality of Means					
		F	Sig.	T	df	Significance One-Sided p	Significance Two-Sided p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
Result of Students' Reading Comprehension Class B & D	Equal variances assumed	.041	.841	7.772	44	<,001	<,001	14.565	1.874	10.788	18.342
	Equal variances not assumed			7.772	43.842	<,001	<,001	14.565	1.874	10.788	18.342

The table above presents the p-value <0.001 lower than 0,05. It means that there is a significant difference between the experimental and control class. The Global Method is statistically more effective than traditional methods.

Discussion

The findings of this study reveal that the students who taught by using the Global Method demonstrates significantly greater improvement in reading comprehension. This improvement is indicated as a result of three main activities on global methods namely, reading, summarizing and note-taking. Through reading a whole text and then summarizing

by using their own words, the students efficiently and effectively identify general and specific information on the text that they read (Khoshshima, 2014). Summarizing strategies support the student to better understand reading passages. The students can easily store the information in long-term memory through summarizing (Ramirez-Avila & Barreiro, 2021). Furthermore, by taking note, this method facilitates the students to recall information and results in students' comprehension. It also increases stock of students' vocabulary. Note-taking helps reader to identify key words of text, recall and remember information and those bring impact on students' comprehension (Rusdiansyah, 2019). Note-taking draws students' attention to the material being read or listened to so that they will more easily understand the material. (Hüseyin, 2019)

In addition, the findings also highlight the potential of the Global Method as an effective alternative for reading instruction in junior secondary schools, especially in contexts where students face challenges in vocabulary acquisition and comprehension of narrative texts. Nevertheless, the Global Method proved its effectiveness in this study, its implementation requires teachers who are well-trained in designing and facilitating thorough reading activities. Future research should explore its applicability across different text types and educational levels, as well as its integration with digital learning tools to further enhance reading instruction

CONCLUSIONS

This study points out that the use of the Global Method significantly improves the reading comprehension of eighth grade students at SMP Negeri 1 Sigi. The findings suggest that the Global Method, with its focus on holistic text recognition and contextual comprehension, offers an engaging and high-impact strategy for improving reading comprehension among EFL learners. Thus, it is suggested that English teachers consider adopting the Global Method as part of their instruction, especially when teaching narrative texts or dealing with students with limited vocabulary. Further research is suggested to investigate the long-term effects of this method and its applicability in diverse educational settings

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