

# THE EFFECT OF THEMATIC LEARNING APPROACH (WEBBED MODEL AND INTEGRATED MODEL) AND SELF- CONCEPT ON THE ABILITY OF READING COMPREHENSION IN GRADE 4TH ELEMENTARY SCHOOL

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**Abstract:** This study aims to determine the effect of the theme approach (integrated model and webbed model) and self-concept of comprehension reading skills in elementary schools. This research was conducted on 4th grade students of SDN Kembangan Utara 04 Pagi, Kembangan, Jakarta Barat in 2018 with 60 elementary school students. Data retrieval was obtained through a two-track variant analysis test with treatment by level 2 x 2 design. Data collection techniques were used in this study with multiple choice / multiple choice tests. The results of the study showed that: (1) the reading ability of the group understanding of students using the integrated thematic model approach was higher than the group of students who studied using the themed webbed model approach. (2) the results of reading comprehension abilities do not have an interaction effect between thematic approaches and self-concepts. (3) the results of reading the understanding of groups of students who have high self-concept and learning with an integrated thematic approach to the model are no higher than the group of students who have a high self-concept who learns thematic approach to the webbed model. (4) the results of reading the understanding of groups of students who have low self-concept and learning with an integrated thematic approach to the model is not higher than the group of students who have a low self-concept who learns thematic approach to the webbed model.

**Keywords:** Thematic Learning Approach (Webbed Model and Integrated Model), Self Concept, Reading Comprehension Ability

## **1. Introduction**

Reading is an activity in interpreting sound symbols in language. Reading is one that has a priority scale that must be mastered by students, with reading activities students will obtain various information through the reading they read. The more people read, the more information they will get. Therefore, it is said that reading is a window of the world. By opening the window of the world, one can see and know and understand the various things that have happened, both events that have occurred in the past and in the present, do not rule out the events that will occur in the future.

Reading activity is one of the cognitive processes carried out by humans, reading is an interactive communication that occurs between the reader and the reading material itself. A reader uses his own background experience and knowledge to understand the language contained in the reading material itself. Reading must be based on need, not because of an element of coercion. If someone reads on the basis of their needs, then that person will get the various information he wants. Vice versa, if someone does reading activities on the basis of coercion, then the information obtained is not obtained optimally.

The reading process itself consists of several aspects including: sensory aspects, perceptual aspects, schematic aspects, aspects of thinking, and affective aspects. The five aspects of reading are interrelated between one and the other in order to be able to understand each of them read. Furthermore, in order to obtain an information from what he has read, someone will use a strategy that is in the form of the ability to understand the text itself through the abilities possessed by readers.

Understanding is a very important factor in reading activities. The important thing that must be considered in reading is regarding the information contained in the reading that is read, because not all words in the reading text are important things that must be remembered and understood by readers. Someone must be able to interpret a reading that has been read so that the information obtained can be useful for themselves. The ability to read is inseparable from understanding a reading, so that everything that is read by the reader must be meaningful. The ability to understand a reading is necessary and understood so that it can improve one's reading skills. Student reading activities, do not always go as expected. Learning to read in elementary school tends to be ignored, the process of learning to read understanding should not only be merely answering questions, voicing sounds, reading quickly and slowly but also involving students in thinking about the reading itself so students are actively involved in the reading process.

In the learning process 2013 Curriculum Indonesian subjects use a text-based approach. In the 2013 curriculum the text is not interpreted as a form of written language. Hariyanti (2016: 4) suggests that the text is an expression of a complete human mind in which there is a situation and context. In line with this opinion, Kusniarti, et al (2016: 311) stated that the text is not always in the form of written language, as is commonly understood, for example the Pancasila text which is often read at the ceremony. Another opinion is also said by Mahsun (Hariyanti, 2016: 4) text is defined: unit of language used as an expression of a social activity both verbally and in writing with a complete structure of thinking). The definition of the text was also expressed by Hartoko and Rahmanto (Hariyanti, 2016: 4) as follows: a regular sequence of a number of sentences produced and / or interpreted as a whole which is related.

Furthermore, text-based Indonesian language learning is carried out by adhering to the principle that language should be seen as text, not just a collection of words and or rules of language, but in language students must be able to formulate problems by giving questions, students not only solve problems only or in another sense students only answer, but students are more trained to be able to think analytically, and are trained to be able to work together in solving problems. It can be understood that, text is a unit of language that has a complete structure of thinking. Therefore, Indonesian language learning must be text based. In knowing that, in thematic learning is text based, with text-based learning activities are inseparable from reading. It is understood that, through text, the role of Indonesian as a deterrent to other sciences can be achieved. In addition, Indonesian language learning is also able to glue all subjects into one form in the text-based learning theme.

Barriers that are often experienced in the process of learning to read in elementary school, especially in reading comprehension is the understanding of the students themselves. In addition, another obstacle in the reading learning process is that students tend to be passive.

The same thing happened to 4th grade students of SDN Kembangan Utara 04 Pagi, Kembangan, Jakarta Barat. Based on the results of the observation, information was obtained that the reading comprehension ability of 4th grade students was still very low. At the time of the learning process it was shown that 28% of grade 4 students had good reading skills. Some students, namely 50% of students are able to read but cannot understand the contents of the reading itself, the remaining 22% of students have very slow reading skills, are not even able to understand what they have read, students are often nervous when asked about the content of reading texts, and lack of students' ability to convey ideas and opinions from a reading text.

The ability to read students' understanding is influenced by several factors, both internal and external factors. Factors that exist in students themselves are everything in terms of potential and abilities within students, both physically and non-physically. Meanwhile, the external factors of the students include teachers, learning materials, learning facilities and infrastructure, and training opportunities. Based on these factors, the teacher has an important role in improving students' reading comprehension abilities themselves.

Based on the explanation above, one solution that can be used is by using a thematic approach by paying attention to the self-concepts held by students. Thematic learning approach is an alternative to the way students learn actively. With a thematic approach, students and teachers are expected to play an active role in a number of learning activities both before, during the process, and after learning. This thematic approach is a foundation and effort that can be done by teachers in improving students' reading skills. In addition to using a thematic approach, the teacher must also be able to pay attention to the self-concepts held by the students themselves.

It is known that, thematic learning listed in the Ministry of National Education (2006: 5) is basically an integrated learning model that uses themes to associate several subjects so as to provide meaningful experiences to students. It can be understood that, the teaching and learning process using a thematic approach, students can explore their knowledge in various subjects related to certain aspects of the student's own environment. In addition, Trianto (2011: 158) argues that having an advantage compared to other learning approaches, these advantages include: (1) in thematic learning emphasizes more on the involvement of students in the learning process actively in the learning process, so that students can gain direct experience and trained to determine their own various knowledge learned, (2) thematic learning emphasizes more on the application of the concept of learning while doing something (learning by doing).

Self-concept is an assessment of itself obtained from the results of interaction with the surrounding environment. In addition, self-concept is a feeling, acceptance, and a relatively stable self-identity that includes an opinion of oneself, opinions about the self-image of individuals in the eyes of others, and his opinions on things achieved obtained from the results of interactions with the surrounding environment owned by each individual.

## **2. Methodology**

This study is a study using experiments with 2x2 treatment by level design. In this experiment the researchers used a thematic learning approach with two models namely the integrated model and the webbed model. The research subjects were divided into two classes, namely the experimental class with learning using thematic learning approaches with integrated models and control classes using the webbed thematic learning model approach, while the attribute variables were classified into high and low self-concept categories.

The total number of students who were the subjects of the study was 60 people, divided into two classes (class A and class B), each consisting of 30 class A students and 30 B classes. Then each student was given a self-concept test. The scores from the self-concept test are then arranged in a sequence from the highest score to the lowest score.

Furthermore, in each class, 27% of the top rankings are classified as groups of students with high self-concept and 27% of the lowest ranks are classified as groups of students with low self-concept. From each class, there were 27% of 30 people, namely 8 people who had a high self concept and 8 people who had a low self concept. Thus, the distribution of students in each level of the independent variable can be seen in the following table:

**Table 1 Distribution of Students in Each Variable**

Konsep diri	Pendekatan tematik		Jumlah
	Model <i>webbed</i>	Model <i>integrated</i>	
Tinggi	8	8	16
Rendah	8	8	16
Jumlah	16	16	32

The results of reading comprehension skills were obtained after the comprehension reading skills test at the end of the research. Assessment in reading comprehension ability is based on the taxonomic theory of reading.

The data analysis technique used in this study is a two-way variance analysis (ANOVA) technique. This technique was chosen based on the aim of the researcher to find out the differences in the results of comprehension reading skills based on the learning class (thematic approach to integrated models and webbed models), differences in the results of reading comprehension abilities based on levels of self-concept (high and low) and learning classes, and to find out about the interaction between thematic learning approaches and self-concept of comprehension reading skills.

### 3. Results and Discussion

The average reading comprehension ability based on the learning class can be described that the average score of the reading comprehension ability for the integrated model class is 19.63 with a standard deviation of 2.414, the maximum score for the integrated model class is 24.00 and the minimum score is 15.00 with a median of 20.00. The average score is higher than the group of students whose learning using the webbed model is an average score of 17.30 and a standard deviation of 2.938. The maximum value for the webbed class is 23.00 and the minimum value is 12.00 with a median of 17.50.

In addition to seeing the ability to read comprehension based on learning classes, the researchers then looked at reading comprehension abilities based on self-concept and learning class. This aims to see the extent of the influence between the learning class and the self-concept of comprehension reading skills. general description of the average results of reading comprehension ability based on learning class and self concept can be described that the average score of reading comprehension ability for students who have high self-concept and learning using an integrated model is 18.25 with a standard deviation of 3.536, maximum score for students who have a high self-concept and study using an integrated model of 24.00 and a minimum score of 15.00 with a median of 18.00. The average score is higher than the group of students who have high self-concept and study using the webbed model, which is an average score of 18.00 and a standard deviation of 2,726. The maximum value for the webbed class is 23.00 and the minimum value is 15.00 with a median of 18.00.

The average score of the reading ability is the understanding of groups of students who have low self-concept and learning using an integrated model of 19.50 and standard deviation 2.204. The maximum value of groups of students who have low self-concept and study using an integrated model is 23.00 and the minimum value is 17.00 with a median of 18.50. The average score is higher than the group of students who have low self-concept and learn using the webbed model, which is the average score of 15.75 and standard deviation of 2.915. The maximum value for groups of students who have low self-concept and learn using the webbed model is 21.00 and the minimum value is 12.00 with a median of 15.50.

The first hypothesis proposed in this study shows that H0 is rejected because based on the results of the non-parametric test using the Mann-Whitney test it can be described that the Z test value is -3.042 which is <0.05. Asym test value. Sig. (2-tailed) 0.002 <0.05 and thus H0 is rejected and it can be

concluded that the reading ability of the group understanding of students using the integrated thematic model approach is higher than the group of students who study using the themed webbed model approach.

The second hypothesis is to see the interaction between thematic learning approaches and self-concept of comprehension reading skills. The data description of the influence of the interaction of the thematic approach and self-concept on the ability to read comprehension can be described as follows: the significance value of the influence of the thematic approach is  $0.060 > 0.05$ , thus it can be concluded that the thematic approach does not have a very significant effect on reading comprehension.

Significant values regarding the influence of the learning class (integrated and webbed thematic approach) and the level of self-concept towards comprehension reading skills are  $0.628 > 0.05$ , thus it can be concluded that the learning class and the level of self-concept have no influence on reading comprehension skills. Significant value on the effect of the interaction between thematic approaches and self-concept towards the results of comprehension reading skills has a value of  $0.097 > 0.05$ , thus it can be concluded that the results of comprehension reading abilities have no interaction effect between thematic approaches and self-concepts.

The third and fourth hypothesis aims to see differences in reading comprehension abilities based on self-concept and learning class. To answer the third and fourth hypotheses, here is a description of statistical data:

**Table 2. Decryption of Kruskal Wallis Test Results Data**

Test Statistics <sup>a,b</sup>	
kemampuan_membaca_membaca_pemahaman	
Chi-Square	3.098
Df	1
Asymp. Sig.	.078

a. Kruskal Wallis Test

b. Grouping Variable: pendekatan\_tematik

Based on table 2, there is no significant difference in reading comprehension ability based on self-concept groups. In addition to seeing comparisons between groups using the kruskal wallis test, in order to see differences in reading comprehension abilities based on learning classes and self-concepts. Based on the results of the tuckey test, that for the third H1 hypothesis is rejected due to the significance value of  $0.998 > 0.05$ , it can be concluded that the results of reading comprehension of groups of students who have high self-concept and learning with an integrated thematic approach are no higher than the group of students have a high self concept that learns with a thematic approach to the webbed model.

Hail the fourth hypothesis test significance value  $0.066 > 0.05$  thus it can be concluded that the ability to read the understanding of groups of students who have low self-concept and learning with an integrated thematic approach model is lower than the group of students who have low self-concept who learn with thematic approach models webbed.

Based on the table of statistical test calculations discussed earlier that it can be concluded that the results of students' reading comprehension abilities using learning using an integrated thematic approach model are better than students who learn with the thematic approach to the webbed model.

The implementation of the integrated model has several advantages, namely: (1) the possibility of understanding between fields of study, (2) motivating students in learning, (3) paying attention to various important subject areas at one time, so the teacher does not need to repeat the overlapping material overlap. The same thing was expressed by Trianto (2011: 42) that the advantages of the integrated model include: (1) selecting themes according to interests will motivate children to learn,

(2) easier to do by inexperienced teachers, (3) facilitate planning, (4) thematic approaches can motivate students, (5) make it easy for students to see various activities and different ideas related. It is understood that the integrated model thematic learning approach is an approach oriented to learning practices that is appropriate to the child's developmental needs.

The results showed that there was no interaction between thematic approaches (integrated models and webbed models) with students' self-concept of comprehension reading skills. This shows that the learning method has a contribution to the ability to read comprehension, different from the self-concept of students who do not have a contribution to reading comprehension skills. If viewed statistically, it means that one of these variables has no influence on reading comprehension.

#### **4. Conclusion**

Based on the findings and discussion about the ability to read students' understanding through the thematic approach of the integrated model and students learning using the webbed model thematic approach, some conclusions were obtained as follows: One, the reading ability of group understanding of students using the integrated thematic approach was higher than groups of students who study using the themed webbed model approach. Two, the results of reading comprehension abilities do not have an interaction effect between thematic approaches and self-concept. Three, the results of reading the understanding of groups of students who have high self-concept and learning with an integrated thematic approach to the model are no higher than the group of students who have a high self-concept who learns thematic approach to the webbed model. Four, the results of reading the understanding of groups of students who have low self-concept and learning with an integrated thematic approach to the model are no higher than the group of students who have low self-concept who learn with the thematic approach to the webbed model.

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