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THE EFFECT OF INTEGRATIVE LEARNING MODEL TYPE THREADED IN READING AT CLASS VIIIIII STUDENTS OF SMP IT FAJAR ILAHI 1 BATAM

Ratna Susanty
SMP IT Fajar Ilahi 1 Batam, Indonesia

ABSTRACT

The aim of this research is to identify the effectiveness of the threaded type integrative learning model in learning to read for Class VIII students at SMP IT Fajar Ilahi 1 Batam. The researcher was applied pre-experimental design the population is the seven grade students of SMP IT Fajar Ilahi 1 Batam in academic year 2021/2022. Based on data analysis, hypothesis testing, and the results of the discussion that has been presented, the researcher can conclude that the results of the research that has been carried out are that the application of the Threaded Type Integrative Learning Model in Reading Learning for Class VIII Students at SMP IT Fajar Ilahi 1 Batam can improve students' reading abilities

Keyword: Integrative Learning Model, type threaded, Reading

INTRODUCTION

Integrated learning is an approach to learning that deliberately links several aspects both within subjects and between subjects. With this integration, students will gain complete knowledge and skills so that learning becomes meaningful for students. Meaning here means that in integrated learning students will be able to understand the concepts they learn through direct and real experience that connects concepts within intra-subjects and between subjects.

When compared to conventional concepts, integrated learning seems to emphasize student involvement in learning, so that students are actively involved in the learning process for decision making. Every student need knowledge and skills to be able to live in society and this is expected to be obtained through learning experiences at school. Therefore, as far as possible, learning experiences at school provide students with the skills to achieve creative skills. These skills are called life skills whose broader scope is only comparable to skills.

Judging from the way of combining concepts, skills, topics and thematic units, according to Robin Fogarty (1991) there are ten ways or models for planning integrated learning. The ten methods or models are: (1) fragmented, (2) connected, (3) nested, (4) sequenced, (5) shared, (6) webbed, (7) threaded, (8) integrated, (9) immersed, and (10) networked. In this chapter we will discuss integrated learning, the threaded model is a learning model that focuses on meta curriculum which replaces or intersects with the core subject material. For example, to train thinking skills (problem solving) from several subjects, we look for material that is part of problem solving. Such as predicting components, predicting ongoing events, anticipating a reading, laboratory hypotheses and so on. These skills are basic, interrelated skills. The skills used in this model are also adjusted to the student's age development so that they do not overlap.

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Students in elementary school grades one to six are in the early age range. At that age, all aspects of intelligence development such as IQ, EQ, and SQ grow and develop very extraordinary. In general, they still see everything (think holistically) and understand the relationships between concepts simply. The learning process still depends on concrete objects and experiences experienced directly.

Currently, the implementation of learning activities in elementary school one to six for each subject is carried out separately, for example 2 lesson hours for science, 2 lesson hours for social studies and 2 lesson hours for English. In carrying out the activities, it is carried out purely on a subject basis, that is, only studying material related to that subject. In accordance with the development stages of children who still see everything (holistic thinking), learning that presents subjects separately will result in less development of children to think holistically and create difficulties for students.

This national figure is even more worrying when seen from data in each province, especially those that only have a few kindergartens. This happens especially in remote areas.

This problem shows that the school readiness of the majority of students in the early elementary grades in Indonesia is quite low. Meanwhile, research results show that students who have entered kindergarten have better school readiness compared to students who have not attended kindergarten. Apart from that, differences in approaches, models, and principles of learning between the early grades of elementary school and pre-school education can also cause students who have attended pre-school education to repeat grades or even drop out of school.

Based on the ideas above and in the context of implementing the Content Standards contained in the National Education Standards, learning in the early elementary school grades, namely grades one to six, is more appropriate if it is managed in integrated learning through an integrated learning approach. To provide an overview of integrated learning that can serve as a reference and concrete example, a model for implementing integrated learning has been prepared for elementary/MI grades one to six.

There are 10 integrated learning models according to Robin Fogarty (1991: xv) which are explained including: Fragmented model, connected model, Nested model, Sequenced model, Shared model, Webbed model spider web), Threaded model (strand), Integrated model (integration), Immersed model (immersed), Networked model (network). Next, this discussion focuses on one of the integrated learning models, namely the Threaded model.

METHOD

This research design is a pre-experimental research design of the One-Group Pretest-Posttest Design type. In this research, the results of the treatment can be known more accurately, because it can be compared with the situation before the treatment was given. The sampling technique used is Total Sampling. Total sampling is a sampling process where the researcher uses the entire existing population to be used as a sample because the population is less than 100. The total population in this research is class VIII students with a total of 32 students.

TEFL Overseas Journal
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So, the number of samples used in this research was 32 students. The data analysis method used in this research is hypothesis testing. In this research, researchers want to test the relationship between one variable and other variables. To test t statistics by comparing t-count with t-table. If the t-count value > t-table means that there is a significant influence between the independent variable and the dependent variable, or it could also be with significance below 0.05, which states that an independent variable individually influences the dependent variable.

FINDINGS AND DISCUSSIONS

Findings

Effectiveness of the Threaded Type Integrative Learning Model in Reading for Class VIII Students at SMP IT Fajar Ilahi 1 Batam

a. Student test results on the pretest

As explained previously, after tabulating and analyzing students' scores into percentages, they are classified into six levels. The following table is the students' pretest scores and percentages of the experimental and control groups.

Table 1. Percentage of Student Pretest Scores

Classification	Score	Frequency	Percentage
Very good	81-100	0	**0**
Good	61-80	7	**22**
Enough	41-60	15	**47**
Not enough	21-40	10	**31**
Very less	1-20	0	**0**
Total		**32**	**100%**

Source: Puskur (2006: 35)

Based on the data in table 1, the pre-test results of 32 students, no students were in the very good category, 7 people (22%) were in the good category, 15 people (47%) were in the enough category and there were 10 (31%) students in the Not enough category. and there were no students in very less.

b. Mean scores and standard deviations of students' pretests for the experimental group and control group

Before *the treatment* is carried out, all students are given a pretest to determine the students' initial knowledge. Furthermore, the purpose of this testing is to determine students' initial abilities.

After calculating the students' pretest results, the average scores and standard deviation are presented in the following table.

Table 2. Mean Scores and Standard Deviations from Student Pretests

Average Score	Standard Deviation
65.50	5,356

Source: Processed Research Data (2022)

Based on the classification of test results, the average score obtained was 65.50 with a standard deviation of 5,356 and was still in the low category.

c. Student posttest results

TEFL Overseas Journal
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In this section students' grades are classified into five levels. The scores are then tabulated and analyzed into percentages. The following table is a summary of posttest statistics for students from both groups.

Table 3. Percentage of Student Posttest Scores

Classification	**Score**	**Frequency**	**Percentage**
Very good	81-100	2	**6**
Good	61-80	25	**78**
Enough	41-60	5	**16**
Not enough	21-40	0	**0**
Very less	1-20	0	**0**
Total		**11**	**100%**

Source: Puskur (2006: 35)

Based on the data in table 3, the pre-test results of 32 students, 2(6%) students were in the very good category, 25 people (78%) were in the good category, 5 people (16%) were in the fair category and there were no students in the poor category. and very less.

Based on the description above, there has been a significant increase in learning outcomes, especially in terms of students' reading abilities.

d. Posttest mean and standard deviation.

In the following table, researchers present the average scores and standard deviations.

Table 4. Students' Posttest Mean and Standard Deviation Scores

Average Score	Standard Deviation
72.75	5,520

Source: Processed Research Data (2022)

In the table above, the average value obtained is 72.75 with a standard deviation of 5,520.

e. Significance test (t-test).

The T-test is a test to measure whether or not there is a significant difference between the results of students' average scores in the pretest and posttest produced by students. By using inferential analysis from a t-test or a significance test run by SPSS version 23, significant differences can be easier to analyze. The significance level is (α) = 0.05 and degrees of freedom (df) = 31, N1- 1. The following table describes the results of the t-test values:

Table 5. T-test results

Variable	Probability value	α	Information
Pretest and Post-test	0,000	0.05	significant

Source: Processed Research Data (2021)

Based on the results of data analysis as summarized in table 5, the p-value from the pretest and posttest obtained results that were lower than α (0.000<0.05) and the degrees of freedom were 31. The t-test value from the pretest and posttest

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can be concluded that there is a significant difference significant. This shows that the alternative hypothesis ($H_{1)}$ is accepted and, of course, the null hypothesis ($H_{0)}$ is rejected. This shows that the application of the Threaded Type Integrative Learning Model in Reading Learning for Class VIII SMP IT Fajar Ilahi 1 Batam Students can improve students' reading abilities.

Discussion

Based on the research results above, the p-value from the pre-test and post-test obtained results that were lower than α (0.000<0.05) and the degrees of freedom were 10. The t-test value from the pre-test and post-test can be concluded to have a significant difference. This shows that the alternative hypothesis (H1) is accepted and, of course, the null hypothesis (H0) is rejected. This shows that the application of the Threaded Type Integrative Learning Model in Reading Learning for Class VIII SMP IT Fajar Ilahi 1 Batam Students can improve students' reading abilities.

The Threaded Model is a continuous model or integration model that focuses on the meta curriculum which is the heart of all subject matters. The threaded model is used to integrate the curriculum when the meta curriculum is the focus. This model is suitable for use as an alternative step towards more intensive subject integration. This model is an active model that encourages teachers to keep the lesson content intact, and include thinking skills, working together and multiple intelligences in the subject content. This model is very suitable if used as an alternative to unify the subject matter. Because the Threaded model is the main model used by teachers if they want to include thinking, cooperation, and various types of intelligence in learning content. This model is used as an alternative to intensify subject integration. The curriculum is complete and includes thinking, cooperation and other intelligences included in the curriculum content. Inter-disciplinary teams target thinking skills or collaboration skills, etc. and weave skills through curriculum content from various subjects.

When compared to the conventional concept, the threaded type of integrated learning seems to emphasize student involvement in learning, so that students are actively involved in the learning process for decision making. Every student need knowledge and skills to be able to live in society and this is expected to be obtained through learning experiences at school. Therefore, as far as possible, learning experiences at school provide students with the skills to achieve creative skills. These skills are called life skills whose broader scope is only comparable to skills.

CONCLUSION

Based on data analysis, hypothesis testing, and the results of the discussion that has been presented, the researcher can conclude that the results of the research that has been carried out are that the application of the Threaded Type Integrative Learning Model in Reading Learning for Class VIII Students at SMP IT Fajar Ilahi 1 Batam can improve students' reading abilities.

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