The Effect of Kumon English as a Foreign Language Learning Method on Students' Narrative Text Reading Comprehension

Adilla Amanda[1]; Ashari P Swondo[2]; Enni Maisaroh[3]; Kharuna Humairah[4]; Adinda[5]

[1,2] English Education Department, Universitas Potensi Utama, Medan Indonesia

*Corresponding Author. E-mail: [1] babyziuuuu@gmail.com, , [2] arieswondo770802@gmail.com

Abstrak

This study looks at how seventh-grade pupils at SMP PAB 2 Helvetia's reading comprehension abilities are affected by the Kumon English as a Foreign Language (EFL) approach. 72 students were split into two groups using a quasi-experimental design: the experimental group (Kumon EFL) and the control group (traditional technique). Pre- and post-tests testing comprehension of key concepts, specifics, and text structure were used to gather data. The instrument demonstrated great reliability (Cronbach's Alpha = 0.838) and good validity (r-table = 0.361). The experimental group showed a considerable improvement (60.53 to 90.53) compared to the control group (61.20 to 76.80), with a t-test significance of 0.000 ($p < 0.05$), according to the results. The study concludes that the Kumon EFL method effectively enhances students' reading comprehension, especially in narrative texts, and serves as an innovative learning alternative.

Keywords: Kumon EFL, Reading Comprehension, Narrative Text, English Language Learning.

Abstract

Penelitian ini bertujuan untuk menguji pengaruh metode Kumon English as a Foreign Language (EFL) terhadap kemampuan membaca pemahaman siswa kelas VII SMP PAB 2 Helvetia. Latar belakang penelitian ini adalah rendahnya minat baca dan kesulitan memahami teks bahasa Inggris. Penelitian menggunakan desain kuasi eksperimen dengan dua kelompok: kelompok eksperimen yang diajar menggunakan metode Kumon EFL dan kelompok kontrol dengan metode konvensional, masing-masing berjumlah 36 siswa. Data dikumpulkan melalui tes pra dan pasca membaca, kemudian dianalisis menggunakan uji-t. Hasil menunjukkan adanya peningkatan signifikan pada kelompok eksperimen (rata-rata pra-tes 60,53 menjadi 90,53), dibanding kelompok kontrol (61,20 menjadi 76,80), dengan nilai signifikansi 0,000 (p < 0,05). Disimpulkan bahwa metode Kumon EFL efektif meningkatkan keterampilan membaca pemahaman siswa, khususnya dalam memahami teks naratif.

Kata Kunci: *Kumon EFL, Pemahaman Membaca, Teks Naratif, Pembelajaran Bahasa Inggris.*

Introduction

English was a significant international language that people used to communicated with one another worldwide. But as we all knew, not every nation had English as its official language. Although Indonesian was the country's official language, Indonesians also studied English as a second language. Many people also view English as a foreign language. From elementary school through college, English could have been taught. As is well known, studied English requires pupils to possessed both the fundamental skills and the ability to master a variety of other talents. English proficiency included read, wrote, spoke, and listened.Researchers in this studied concentrated on pupils' reading comprehension.

Read comprehension was a crucial cognitive ability in the learned process because it allowed people to have done more than just read words; it also allowed them to decipher, evaluate, and drew conclusions from the material they had read. This skill served as the foundation for the growth of literacy and critical thought, two abilities that was crucial in both the classroom and daily life. Understood how this cognitive process operates was crucial since reading comprehension is the outcome of the interplay between the reader's prior knowledge and the information presented in the texted, according to Kintsch (2019). Furthermore, language abilities, reading tactics, and context comprehension all had an impact on an individual's degree of texted comprehension, claimed Wang and Cheng (2020). The difficulties in enhanced reading comprehension was became more complicated due to the quick development of digital information and technology; therefore, a fresh, efficient method of taught reading is required to maximize this skill in today's pupils.

Based on direct observation experience that had carried out during the school field introduction programmed at SMP PAB 2 Helvetia, some students had difficulty in read comprehension, especially in reading comprehension. Based on this, there was still many students who got scores below the MCC (Minimum Completion Criteria), where the MCC score in schools for grade VII was 75. When the researcher observed directly during the monthly exam activities, the average score obtained was very low. This was due to the low interested in reading of students.

A major issue in education was pupils' poor read comprehension, which was frequently demonstrated by their results fell short of the Minimum Completion Criteria (MCC) in particular topics. This suggested that kids was had troubled understood the material being read, which affects their capacity to effectively integrate knowledge and solve problems.Researched by Suherman (2020) founded that variables such as lack of efficient reading methods, restricted vocabulary, and lack of contextual understood was the main reasoned of low leveled of reading comprehension in students. Furthermore, studied conducted by Purnama (2021) revealed that although students possessed technical reading skills, they frequently struggled to comprehend the text's basic idea, implicit meant, or linking details, which results in scores that fell short of the MCC leveled. Therefore, in ordered to raised the standard of education and met the required academic standards, it is critical to recognized and addressed the elements that influenced reading comprehension.

The Kumon EFL (English as a Foreign Language) method in the context of read comprehension had been proven effective in improved students' reading comprehension through a structured approached that focuses on independent practiced. Kumon emphasizes materials that tailored to students' ability leveled, allowed them to learned gradually and improved their reading skills consistently. Previous studied, such as those conducted by Chia (2013), had shown that the Kumon method could helped students developed better reading strategies, increased reading speed, and expand vocabulary. Another studied by Alzahrani (2018) also founded that the used of the Kumon method in learned reading comprehension had a positive impact on the ability to understood English texted more deeply and improved students' ability to conclude information from reading. Thus, the application of the Kumon EFL method expected to strengthened students' reading skills and provided a solid foundation in mastering English.

Based on those above, the researcher was interested in researched entitled " The Effect of Kumon English as a Foreign Language Learning Method on Students' Reading Comprehension ".

Method

This research utilized a quantitative The design of this study was quasi-experimental. The purpose of a quasi-experiment was to examine the impact of a treatment on a certain variable without using complete randomization in group division. One method frequently employed in educational research to assess the impact of a therapy on learnt outcomes or specific behaviors is the quasi-experimental research design with two samples, namely the controlled class and the experimental class. Because they did not employ complete randomization in group division, quasi-experiments varied from pure experiments in that they preserved the idea of comparing groups to observe the effects of the treatment. Quasi-experiments are legitimate designs that are employed when randomization is not feasible but researchers still wish to draw conclusions about cause-and-effect correlations (Cooked and Campbell, 1979).

Two classes were chosen for this design either in accordance with rules or depending on the location where the research would have been conducted. The researcher also made sure that both classes shared similar traits, such as the same starting ability level or educational background. Subsequently, one class was utilized as an experimental class—that is, a group that was given preferential treatment—while the other class served as a controlled class that either received no treatment at all or merely underwent standard acquired techniques. To make sure there are no notable changes between the groups, both groups typically take a pretest before the therapy is administered. This test measures the dependent variable's initial circumstances, such as student learned outcomes.

Following the experimental class's treatment, the researcher administered a final exam (posttest) to gauge how much the dependent variable had changed in each group. Through comparison of the experimental class's pretest and posttest results with those of the controlled class, the researcher was able to determine how effective the treatment was.

Experts in the field of research technique overwhelmingly endorsed this design. According to Gay, Mills, and Airasian (2012), researchers working in actual educational situations found that quasi-experiments offered a very helpful substitute for random group assignment, which was frequently unworkable. Although the internal validity of quasi-experiments was not as good as that of pure experiments, Fraenkel and Wallen (2006) also underlined that, when used appropriately, this design can still give solid evidence of treatment effects.

Prior to the start of the treatment, both the experimental and control groups completed a pre-test. The pre-test was a test that was administered before to instruction. The purpose of the pre-test was to gauge the subject's degree of understanding, knowledge, or starting state prior to being influenced by a learning program or specific change. Finding the average values of the experimental and control groups is the purpose of the pre-test. In order to assess the students' read comprehension abilities, the researcher in this study sent them a fairy tale text, more precisely a narrative text, and asked them questions based on the text.

The degree to which a measured instrument could measure what it was intended to measure was known as its validity. The tool used in this study must be able to assess students' reading comprehension skills (reading perception) as influenced by the Kumon EFL taught technique. The degree to which the items in the test covered the complete domain or material being measured was referred to as validity, according to Fraenkel and Wallen (2012). The exam questions or tools used for this study must cover every facet of reading comprehension, including key concepts, specifics, conclusions, contextual language, and so on.

Instruments might have been validated by asking specialists who teach English or EFL to evaluate the instrument's suitability and applicability. A correlation coefficient significance test is typically conducted at the 0.05 significance level to determine whether an item is appropriate for usage; an item is deemed legitimate if it strongly correlates with the overall score. The product-moment correlation formula is used to determine the

validity of the item items in order to test the validity of the questions.

The degree to which the measured instrument employed in the study yielded consistent results when utilized in various contexts or at different times was known as the instrument's dependability. Sugiyono (2017) defined dependability as an instrument's degree of consistency in measuring the same object. Stated differently, stable and dependable data were produced via a dependable device. Additionally, Kerlinger (1973) highlights that a trustworthy tool can assess what has to be measured regularly and independent of chance.

To find out how well students in the experimental group and control group learned after receiving treatment, a post-test would have been administered. The population was the focus of the entire study. According to Sugiyono (2019:126), a population is a category for generalization made up of objects or persons with specific amounts and attributes chosen by researchers for study before conclusions are made. Four classes of seventh-grade students from SMP PAB 2 Helvetia Medan made up the study's population. There are 120 pupils enrolled in grade VII. Every class had thirty pupils.

Sample parted of the numbered and characteristics of the population. According to Sugiyono, (2017: 81) sample parted of the population that is the source of data in the studied. The sampling technique in this studied used Purposive Sampling, because the school had determined the class to studied, the researcher would conduct this studied in class VII SMP PAB 2 Helvetia, namely class VII-2 and class VII-4, each class consisted of 30 students, and the total sample size is 60 students and the sample would have divided into two classes, namely class VII-4 as the controlled group and class VII-2 as the experimental group. Sugiyono (2019: 94) said that total sampling is a sampling technique when all members of the population was sampled. So the numbered of samples is the same as the number of populations.

The gathered data underwent processing with SPSS version 25, involving multiple analytical phases:

- Normality assessment: To verify normal distribution of the data.
- Homogeneity evaluation: To confirm equivalent variances across groups.
- Independent samples t-test: To contrast average scores between the experimental and control groups.

A threshold of statistical significance at 0.05 (α = 5%) was adopted. A p-value (Sig.) below 0.05 signified a meaningful disparity between the groups. The outcomes revealed that the experimental group attained a superior average post-test score (84.00) relative to the control group (75.53), accompanied by a p-value of 0.000, which was less than 0.05.

Result and Discussion

Quantitative data collection regarding the used of the Kumon EFL method as a learned method carried out by gave tested to students of SMP PAB 2 Helvetia consisted of two different classes, namely VII 2 and VII 4. Then, the sample divided into two groups, namely the experimental group and the controlled group. Each group had given a pre-test and a post-test. The purpose of this studied was to determine whether the used of the Kumon EFL method as a method had an effect on students' read comprehension.

- Mean pre-test (Experimental): 60.53
- Mean post-test (Experimental): 90.53
- Mean pre-test (Control): 61.20
- Mean post-test (Control): 76.80

The study's findings showed that the control class's pretest average was 61.20, with the lowest possible score being 40 and the best possible score being 80. The control class's average result on the final exam was 76.80, with the lowest score being 52 and the highest being 100. In the first test, the experimental class's average score was 60.53, with the lowest score being 40 and the best being 80. The experimental class's final test had an average score of 90.53, with the lowest being 72 and the highest being 100. The results of the paired sample test must be less than 0.05. The findings of the paired test

table indicate 0.000 <0.05, indicating a substantial relationship between students' reading comprehension and the Readable Application. The SPSS 25 program was used to compute the values derived from the study findings.

Tabel 1. Summary of Students' Mean Scores

Group	Pre-test	Post-test	Mean Difference
Experimental	60.53	90.53	+30.00
Control	61.20	76.80	+15.60

The purpose of this study was to ascertain if seventh-grade students at SMP PAB 2 Helvetia's reading comprehension is significantly impacted by the Kumon English as a Foreign Language (EFL) approach. Students were split into two groups for this study: the experimental group received instruction using the Kumon EFL approach, while the control group received instruction using traditional teaching techniques. The same pre-test and post-test were administered to both groups to gauge how much their comprehension of English reading texts had improved. This allowed it to be observed that the experimental class that used the Kumon EFL method to teach had higher scores than the non-implementation group.

The goal of this study was to ascertain, based on the data analysis, how the Kumon EFL learning approach affected the seventh-grade students at SMP PAB 2 Helvetia's reading comprehension. The experimental group's average score increased significantly from 60.53 on the pre-test to 90.40 on the post-test, according to the statistics. Compared to the control group, this increase was noticeably larger. This suggests that students' reading comprehension abilities are significantly improved by the Kumon EFL approach.

The core ideas of Kumon EFL, including self-directed learning, repetition, and progressive growth, are responsible for this improvement since they allow students to fully grasp ideas and establish a solid foundation in English. As seen with students at SMP PAB 2 Helvetia who had previously scored below the Minimum Completion Criteria (MCC), Kumon's emphasis on systematic and incremental practice seems to be successful in assisting pupils in overcoming reading comprehension challenges. From 61.20 on the pre-test to 76.80 on the post-test, the control group also shown a little gain, although it was not as significant as the experimental group's. The Kumon EFL approach is more successful than traditional ways at enhancing students' reading comprehension, as seen by the statistically significant difference between the two groups (a t-test value of 9.84, much more than the t-table of 2.00 at the 0.05 level of significance). This implies that Kumon's methodical and customized approach has distinct benefits over conventional instruction, particularly in situations when children might need more specialized help to advance their reading comprehension.

Conclusion

According to the research findings, students' reading comprehension at SMP PAB 2 Helvetia is impacted by the Kumon English as a Foreign Language (EFL) learning approach. The results clearly show that the Kumon EFL method significantly improves seventh-grade students' reading comprehension. In particular, the experimental group's mean scores increased significantly from 60.53 on the pre-test to 90.50 on the post-test after receiving training utilizing the Kumon EFL approach.

The control group, on the other hand, which received instruction using the traditional way, saw a less significant rise in mean scores, going from 61.20 on the pre-test to 76.80 on the post-test. These results were further supported by statistical analysis, particularly the t-test, which produced a computed t-value of 9.84. The statistical significance of the observed difference is confirmed by the fact that this value substantially surpasses the t-table value of 2.00 (at a significance level of 0.05).

This compelling data shows that the Kumon EFL technique is a useful and successful strategy for enhancing reading comprehension in circumstances where

English is a foreign language (EFL), indicating that its application can greatly enhance students' learning outcomes in this crucial ability. As a result, it can be said that the Kumon EFL technique is a useful teaching tool for raising students' reading comprehension levels in English, especially when it comes to narrative literature. As a creative substitute that meets the educational goals of pupils, this approach is worthwhile to take into account for use in classrooms.

The following recommendations are made in light of the noteworthy results of this study, which show how well the Kumon English as a Foreign Language (EFL) approach improves students' reading comprehension:

1. For Teachers
a) Take into account incorporating the Kumon EFL technique, or parts of its repetitive, self-paced, and structured practice approach, into their tactics for teaching English, especially reading comprehension.
b) Examine how Kumon's worksheet-based, individualized learning might be modified to fit their classroom setting, emphasizing steady practice and progressive advancement.
2. For Students
a) Embrace the principles of independent learning and consistent practice, as these are key to the success of methods like Kumon EFL.
b) Seek opportunities for regular reading practice to continuously build vocabulary, fluency, and comprehension skills
3. For Future Researchers
a) Conduct further studies to explore the long-term effects of the Kumon EFL method on reading comprehension and other language skills.
b) Examine the specific components of the Kumon EFL method that contribute most reading comprehension, such as the type of worksheets, feedback mechanisms, or the role of the instructor.
c) Consider mixed-methods research to gain a more comprehensive understanding of students' experiences and perceptions of the Kumon EFL method.

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Curriculum Vitae

Adilla Amanda, the author of this thesis, was born in Medan on 9 November 2003. She is the oldest of two children born to Mr. Ruswandi and Mrs. Sukma Ariana. She grew up in Medan, specifically in the Medan Helvetia District, and currently lives on Jl. Veteran Pasar 6 Helvetia, Gang Tani Makmur.

Her academic journey began at SDN 010000053, where she completed her studies in 2015. She continued her education at SMP N 1 Aek Kuasan, graduating in 2018, and continued her high school education at Pangeran Antasari Medan, graduating in 2020.

Following her high school graduation, she promptly joined the English Language Education Study Program at Potensi Utama University in Medan.