Developing English Grammar Module Based Board Games

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ARTICLE INFO	ABSTRACT
	This study investigated the effect of the Global Method on the reading comprehension of students from MTsN 5 Jambi City, a non-equivalent control group quasi-experimental design was employed to gather quantitative data. A cluster random sampling was applied to divide 68 students into experimental and control groups and through concise open-ended inquiries and a pre- and post-test the data was collected. The study revealed that the average post-test score (74.26) is greater than the average pre-test score (49-41). A statistically significant (2-tailed) p-value of $0.000 < 0.05$ was obtained from the Wilcoxon test analysis, and it shows that Ha1 was accepted and the rejection of H01. A significant level of less than 0.05 $(0.000 < 0.05)$ is shown by the two-tailed independent sample t-test. The calculated t-value (6.074) is found to be greater than the critical t-value (1.671) for a sample with 66 degrees of freedom. Therefore, the null hypothesis (H02) is rejected and the alternative hypothesis (Ha2) is accepted and it can be concluded that students' reading comprehension is enhanced by the Global approach both before and during its use
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1. INTRODUCTION

Reading is an essential skill that plays a central role in the educational process. Through reading, individuals acquire new knowledge, enhance their imaginative capacity, and expand their information repertoire. Engaging in reading activities enhances language proficiency and stimulates cognitive processes, promoting continuous mental activity (Korkmaz & Oz, 2021). Consequently, the greater our reading is, the more knowledge we acquire. However, despite the importance of reading, significant gaps in reading comprehension skills persist among students, particularly in certain regions and educational contexts.

Reading comprehension, the primary objective of reading, involves a dynamic cognitive interaction (Čeljo et al., 2021). It refers to the skill of comprehending written language at a high level, enabling readers to derive meaning and gain knowledge from texts (Masrai, 2019). Despite its importance, many students worldwide struggle with reading comprehension. Banditvilai (2020) emphasizes that effective reading involves not only understanding each word but also grasping the word's significance within the context of the text.

Global assessments reveal alarming statistics. For instance, the 2016 study by Central Connecticut State University highlighted that Indonesian individuals have one of the lowest reading proficiencies globally. The OECD (2020) ranked Indonesian students 74th out of 79 countries in reading proficiency. Furthermore, the 2016 Indonesia National Assessment Program by the Ministry of Education & Culture indicated that a significant proportion of Indonesian students had poor reading skills, with 46.83% in the Poor category and only 6.06% in the Good category (Kemdikbud, 2017).

In Indonesia, reading comprehension skills among students are notably inadequate. Research indicates that students face multiple challenges, including intellectual difficulties, environmental factors, lack of familial drive, and diminished interest in reading (Pramesti, 2018). Specifically, at MTs N 5 Jambi City, students encounter difficulties in comprehending English texts, particularly regarding pronunciation, vocabulary, and interpretation. Many students struggle to align their work with teachers' requirements, resulting in poor academic performance. They can decode words but often fail to comprehend their meanings. Additionally, contemporary mass media have further diminished students' enthusiasm for engaging with books and other reading materials.

The primary objective of reading is to obtain information from the text. However, the issue lies in students' ability to comprehend the content. Thus, researchers must develop innovative strategies to enhance students' motivation and reading comprehension skills. One effective approach is the Global method. Anderson (1987) proposed that the Global method enhances student comprehension by engaging them in sustained silent reading. This method involves students silently reading the material and then summarizing key points, fostering deeper understanding and retention.

Previous studies have demonstrated the efficacy of the Global method in improving reading comprehension. Riyadi et al. (2022) found that this approach significantly enhances reading comprehension in junior high school students. Similarly, Aropa et al. (2020) reported that the Global method improved children's reading proficiency, and Mustahang et al. (2022) observed significant improvements in recount text comprehension among eighth-grade students at SMP 35 Merangin. However, the current study distinguishes itself by focusing on an Islamic junior high school (MTs) setting. This research examines the impact of the Global method combined with sustained silent reading on students' reading comprehension at MTs N 5 Jambi.

The researcher posits that the Global method can significantly enhance reading comprehension and foster critical thinking and expression among students. Motivated by these insights and the existing challenges, this study titled "The Effect of Global Method on Reading Comprehension of Ninth Grade Students at State Islamic Junior High School (Madrasah Tsanawiyah Negeri/MTs N) 5 in Jambi City, aims to explore the potential of this method to improve students' reading skills and overall academic performance.

2. METHODS

This study employed a quasi-experimental, pretest- posttest control group research design. It utilized a quantitative approach to examine the impact of global method on EFL learners' reading comprehension. To determine the link between two variables is the main goal of quasi-experimental research. Hung et al. (2018) states that in order to determine the effect of a method or idea on a dependent variable or outcome, an experiment must be performed. The researcher in this quasi-experimental study evaluated students' reading comprehension using a pre- and post-test with a non-equivalent control group design. In this study, two groups were used: one was the control group, and the other was the experimental group. Determining the effect of x on y is the driving force behind this research.

This study set out to see how ninth graders of MTsN 5 in Jambi City fared in reading comprehension after the Global method was applied to the classroom. Here is the methodology the researcher uses to present the information:

Table 1. The Research Design

CLASS	PRE-TEST	TREATMENT	POST-TEST
Experimental	O1	X	O2
Control	O3		O4

Design research (Source: Sugiyono: 2013)

Descriptions:
O1   : Pre-test of experimental class
O2   : Post-test of experimental class
X   : Treatment in the experimental class
O3   : Pre-test of control class
O4   : Post-test of control class

The two classes were randomly adjusted to the relevance of the survey so that it could be said to be valid or not in representing the sample group, they were class IX B as the experimental group, conducted with the Global Method and class IX D as the control group conducted with conventional techniques, both of class have same level of the reading comprehension level.

The reading comprehension test was designed to test students' reading comprehension ability, Additionally, the researcher administered a pre-test and post-test to the students. The test included 20 short answer questions at the literal reading comprehension level. Prior to giving the pre-test and post-test, the researcher conducted a trial with the students with the same level of the reading comprehension from another class in that school to determine the validity of the instrument and to ensure that the students could understand it properly. Furthermore, researcher conducted a validity test, then tested the reliability of the instrument. The reliability test is used to determine the level of consistency in answering the instrument. Based on the calculation results, the reliability value was obtained with a test coefficient of 0,798, that is high categories of reliability. From the above results it can be concluded that the instrument can be used as a data collection tool.

The experimental group in this study participated in six sessions focused on global method provided by the teacher. These sessions, referred to as treatments, aimed to teach global method before administering the post-test to determine if the method affects students' reading comprehension. During these sessions, students learned about the cultural and social concepts in the reading passages. The goal of integrating this method are students' are familiar with the idea of global method and students' reading comprehension are increased. In contrast, the control group attended six reading comprehension sessions without any global method instruction. The researchers themselves acted as teachers for both groups during these treatment sessions. After the six sessions, participants took a reading post-test to assess their reading comprehension achievement and to determine if there was a significant effect of global method on ninth grade students' reading comprehension.

The data analysis of quantitative measures involved using both descriptive and inferential statistics to assess the effect of global method on students' reading comprehension. To achieve this, the students' reading comprehension pre-tests and post-tests were quantitatively analysed by using the Statistical Package for the Social Sciences (SPSS) software (version 23). Descriptive statistics revealed the mean score development between the pre-tests and post-tests. Additionally, inferential statistics, including independent sample t-tests, were employed to evaluate the effectiveness of the treatment sessions on the learners' reading test performance and to compare the results of the two groups to determine which group showed greater improvement in reading comprehension after the instruction.

3. FINDINGS AND DISCUSSION

Findings

This section presents the key findings of the study in relation to the research questions. In this quantitative study's quasi-experimental design, both the control and experimental groups were given pre-tests and post-tests. The researcher initially assessed the reading comprehension levels of students in both the experimental and control groups before administering the tests. Following this, the data was analyzed using SPSS 23. The evaluation of the data was conducted using a t-test.

Descriptive Analysis

The researcher in this section presents the percentage of test results before and after providing standard education to both the experimental group and the control group. The assessment value is specified in Table 2.

Table 2. Scoring Grade

Range 100	Symbol	Classifications
92-100	A	Excellent
83-91	B	Good
75-82	C	Fair
65-74	D	Poor
<64	E	Very poor

*(Source : MTs N 5 Kota Jambi)*

The subsequent information illustrates the outcomes of the pre-test and post-test for the control and experimental groups:

a. The result of Pre-test and Post-test in the experimental class
    1) Pre-test
       The experimental group was chosen by the researcher from Class IX B. A total of thirty-four children made up the experimental group. According to the results of the pre-test, the lowest possible score was 35 and the maximum possible score was 70 prior to the intervention. A pre-test average of 49.41 was found for the experimental group based on the calculation results. Everything from zero to sixty-four receives the "very poor" label. The highest possible score, on the other hand, falls into the category of "fair," which includes the values 75 to 82.

Figure 1. The percentage score of Pre-test on experimental class
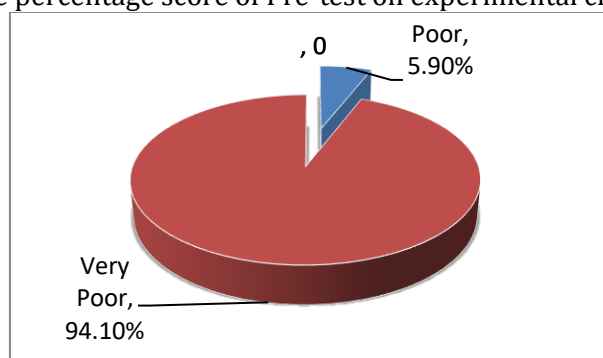

It was discovered that 32 students (94.10 percent) in the experimental group had extremely low scores (ranging from 0 to 64) on the pre-test. With a GPA between 65 and 74, 5.90 percent of the student body was deemed to be economically disadvantaged. The experimental group was chosen by the researcher from Class IX B. A total of thirty-four students made up the experimental group. The pre-intervention test results showed that a score of 70 was the highest possible and a score of 35 the lowest possible. A pre-test average of 49.41 was found for the experimental group based on the calculation results. The range of possible scores is from 0 to 64 for the "extremely poor" category, and from 75 to 82 for the "fair" category.

    2) Post-test
       To measure how much of an effect the intervention had on the students' reading comprehension, the researcher gave them a post-test after the session ended. There was a 95-point maximum score and a 60-point minimum score. A mean post-test score of 74.26 was computed for the experimental group, which included of 34 students. A score between 0 and 64 is thus considered "extremely poor," but a score between 92 and 100 is considered "excellent."

Figure 2. The percentage score of Post-test on experimental class
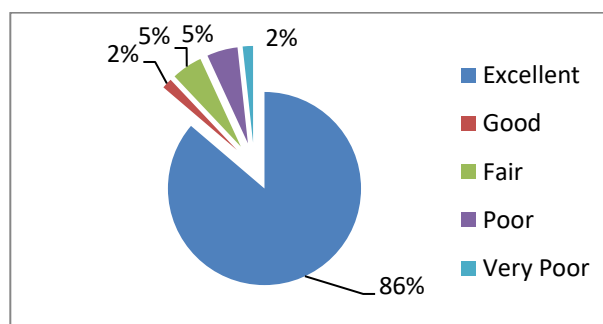
Therefore, based on the aforementioned calculations, it is apparent that a minority of the 34 students fall within the exceedingly low range of 0 to 64. A total of four students, constituting 2% of the student body, have achieved a score between 0 and 64, which places them in the very low category. Among the entire student body, a subset of 12 individuals (representing 5% of the total student body) possess scores ranging from 65 to 74. Out of the entire student body of 5%, twelve individuals have achieved scores ranging from 75 to 82, placing them in the sufficiency category. Out of the entire sample, four students (representing 2%) have achieved scores between 83 and 91, placing them in the "good" category. Two pupils attained exceptional scores ranging from 92 to 100, accounting for 86% of the overall tally.

The results of the post-test show that the pupils' reading comprehension significantly improved. The experimental group's reading comprehension significantly improved once the Global method was implemented. The experimental group's average score changed significantly between the pre- and post-tests. The mean pre-test score was 49.49, whereas the mean post-test score shot up to 74.26 after first increasing to 51.59.

b. The result of Pre-test and Post-test in the control class
    1) Pre-test
       After the researcher found the experimental class's pre- and post-test scores, she replicated the process for the control group. As a control group, the researcher chose Class VIII D. A wide range of scores, from 25 to 65, were displayed in the pre-test findings prior to the intervention. Of the 34 students administered the pre-test in the control group, an average score of 44.12 was recorded.

Figure 3. The percentage score of Pre-test on control class
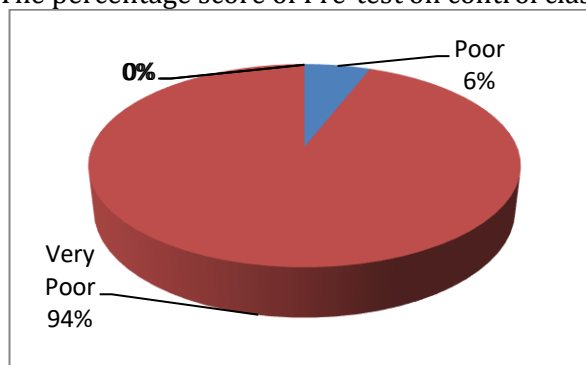
Upon examination of the pre-test results of the control group, it was ascertained that 32 students (or 94% of the total) obtained scores ranging from 0 to 64, which categorized them as extremely impoverished. Furthermore, two pupils (6 percent) were categorized as impoverished, earning grades between 65 and 74.

    2) Post-test
       The reading comprehension test outcomes of the students exhibited a heightened level of variability subsequent to the implementation of the intervention. The highest point total attained was 80, with a minimum point total of 55. 61.18 percent of the total 34 students in the control cohort achieved an average post-test score.

Figure 4. The percentage score of Post-test on control class
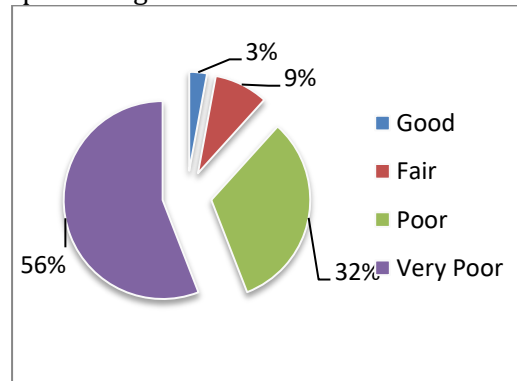
19 students (56 percent of the total) obtained scores between 0 and 64, which placed them in the very low category. Poor were eleven pupils (32 percent), whose scores ranged from 65 to 74. Three students (n=3) were classified as adequate, earning scores between 75 and 82. Good grades were awarded to a single student (3%), whose average grade fell within the range of 83 to 91. With a range of 92 to 100, there were no students classified as exceptionally excellent.

The percentage scores were determined by combining the results of the pre- and post-tests. The average, standard deviation, lowest, and maximum scores for the pre- and post-tests were computed using IBM SPSS 23. Furthermore, the sample's post-test score was also calculated. Table 4.6 displays the results.

Table 3. Descriptive Statistic
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTestExperimental	34	35	70	49,41	8,507
PostTestExperimental	34	60	95	74,26	9,056
PreTestControl	34	25	65	44,12	12,027
PostTestControl	34	50	80	61,18	8,709
Valid N (listwise)	34				

Figure 5. Diagram Descriptive Statistics
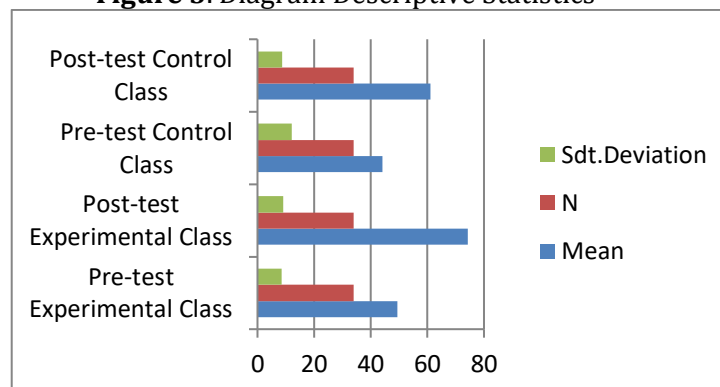
According to the results presented in Table 4.2, the experimental group obtained an average score of 74.26 after the examination. Consequently, the incorporation of the Global method has resulted in a positive enhancement of students' academic achievement, on average. However, it is

crucial to acknowledge that this conclusion is purely descriptive in nature. Additional inquiry is necessary to assess the significance of this progress.

The primary objective of this research is to determine whether the Global Method is successful in improving students' ability to understand narrative texts. In addition, we hope to find out how much of an effect the Global Method has on students' capacity to understand what they read. A statistical study was carried out by the researcher using IBM SPSS Statistic 23's Paired Sample Test and Independent Sample Test to compare and assess the means of one variable for two groups of occurrences. The results of the pre- and post-tests were used to make the comparison.

Table 4. Paired Samples Statistics
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	49,41	34	8,507	1,459
	POSTTEST	74,26	34	9,056	1,553

The data presented demonstrates the performance levels of different groups of students, who were selected as samples, before and after receiving instruction using the Global approach as a therapeutic strategy. The initial assessment resulted in a mean score of 49.41, however the subsequent assessment reported a mean score of 74.26. A total of 34 students, denoted as N, were enrolled in both the pre-test and post-test. The preliminary examination showed an average mistake of 1.459 and a measure of variability of 8.507. The post-test yielded an error mean of 1.553 and a standard deviation of 9.056. An analysis of the average findings indicates a noticeable distinction between the mean scores obtained before and after the assessment. Therefore, it may be inferred that there is a rise in the average post-test score compared to the pre-test.

Statistical Analysis
a. Normality Test

The normality of the distribution of student results was assessed using the Kolmogorov-Smirnov test, which determines whether the scores adhere to a normal distribution. Table 5 displays the findings of the examination.

Table 5. Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result of Reading Comprehension	Pre-test Experiment	,149	34	,054	,960	34	,245
	Post-test Experiment	,144	34	,071	,945	34	,089
	Pre-test Control	,217	34	,000	,900	34	,004
	Post-test control	,136	34	,116	,924	34	,021

a. Lilliefors Significance Correction

The control class's pre-test sig/p value is 0.000, which is less than 0.05, as shown in Table 4.8 of the Kolmogorov-Smirnov test. Based on this finding, it appears that the control group's pre-test data did not follow a normal distribution. In the control group, the post-test significance (sig/p) value was 0.116, which is greater than the predetermined threshold of 0.05. This provides more evidence that the control group's post-test data follows a normal distribution. In contrast, the experimental group's sig/p ratio of 0.054 was higher than the previously established 0.05

criterion. The experimental group's post-test significance value was 0.071, which is greater than the 0.05 criterion. The data in the experimental group, both before and after the test, followed a normal distribution, according to the results. It appears that one control class pre-test value does not follow the expected normal distribution, according to the four results of the tests.

Due to the unusual data found in the pre-test, the investigator decided to use a substitute paired sample T-test called the Wilcoxon nonparametric statistical test instead of the aberrant data test. The information provided is the outcome of a Wilcoxon nonparametric test conducted using IBM SPSS Version 23.

Table 6. Wilcoxon
Ranks

		N	Mean Rank	Sum of Ranks
Post-test Control - Pre-test Control	Negative Ranks	0[a]	,00	,00
	Positive Ranks	32[b]	16,50	528,00
	Ties	2[c]		
	Total	34		
Post-test Experiment - Pre-test Experiment	Negative Ranks	0[d]	,00	,00
	Positive Ranks	34[e]	17,50	595,00
	Ties	0[f]		
	Total	34		

a. Post-test Control < Pre-test Control
b. Post-test Control > Pre-test Control
c. Post-test Control = Pre-test Control
d. Post-test Experiment < Pre-test Experiment
e. Post-test Experiment > Pre-test Experiment
f. Post-test Experiment = Pre-test Experiment

The Wilcoxon test is used to determine if the average scores from the pre- and post-tests differ, if the data is not normally distributed. None of the control group students had a negative rank on either the pre- or post-test, according to the results shown in Table 4.5. Moreover, there was zero in both the total rank and the average rank. In contrast, the Positive Rank group included a grand total of thirty-two students. There was an average of 16.50 out of 528.00 points in the rankings. This finding suggests that the students either performed better on the post-test than the pre-test or had improved since the last pre-test. Also, the experimental group did not have a single student with a Negative Rank. With a total of 0.00 for ranks, the average rank was also zero. At the same time, 34 pupils were categorized as having a Positive Rank. The total sum of ranks reached 595.00, with an average rank of 17.50. This conclusion indicates that pupils have surpassed their pre-test scores on the post-test, demonstrating improvement compared to their previous pre-test performance. Therefore, it may be inferred that the average post-test score of students in both the control and experimental groups has increased, allowing for the continuation of data analysis.

1. Wilcoxon test
   To check for a statistically significant change between the pre- and post-test findings, the researchers used the Wilcoxon test. To what extent did students' reading comprehension improve after the implementation of a Global Method? That was the overarching goal of this study.
   ➤ With a p-value (Ha1) less than 0.05, the use of a Global Method significantly improves students' reading comprehension of narrative literature before and after its introduction.
   ➤ If H01's value is statistically significant (p-value larger than 0.05), then the use of the Global Method does not appear to have any discernible effect on students' ability to read recall content either before or after its application.

Table 6: Wilcoxon Test

Test Statistics[a]

	Post-test Control - Pre-test Control	Post-test Experiment - Pre-test Experiment
Z	-4,956[b]	-5,104[b]
Asymp. Sig. (2-tailed)	,000	,000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Based on the data presented in Table 4.6, the significance value (two-tailed) is 0.000, which is below the threshold of 0.05. As a result, Ha1 is granted approval while H01 is promptly dismissed. As a result, the implementation of a Global Approach significantly influences the reading comprehension of narrative texts among students.

      b.   Homogeneity

The homogeneity test compares the two sets of data or samples to see how similar or different they are. While conducting this investigation, the level test was used. A correlation may be considered statistically significant at the 0.05 level of significance. When testing the assumption of variance with groups with varying numbers of participants, ANOVA (analysis of variance) is an efficient tool.

The researcher conducted a homogeneity test after collecting the reading comprehension scores of the students in the control and experimental groups. The results of the analysis are shown in the table that follows.

Table 7. Test of Homogeneity of Variances (Post-test)
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result of Post-Test Reading Comprehension	Based on Mean	,025	1	66	,875
	Based on Median	,012	1	66	,912
	Based on Median and with adjusted df	,012	1	64,982	,912
	Based on trimmed mean	,009	1	66	,924

The outcomes of the post-test homogeneity test indicate that both the control group and the experimental group have values exceeding the predetermined significance level of 0.05, precisely 0.875 (refer to table 4.6). It is possible to assert that the sample variances of the two categories are homogeneous.

c. Independent Sample T-Test

Considering the consistency of the data, the researcher used the Independent Sample T-test to compare the control and experimental classes on how well they implemented the Global technique to improve students' reading comprehension.
- ➢ The use of the Global Method to improve students' reading comprehension is significantly different in the experimental group compared to the control group, as shown by a p-value (Ha2) < 0.05.
- ➢ If the p-value is higher than 0.05, it means that the Global Method did not significantly improve students' reading comprehension in either the experimental or control groups.

Table 8 Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Postest reading comprehension	Equal variances assumed	,025	,875	6,074	66	,000	13,088	2,155	8,786	17,390
	Equal variances not assumed			6,074	65,899	,000	13,088	2,155	8,786	17,391

A p-value of 0.000 is less than the 0.05 level of significance, and the computed t-value of 6.074 is greater than the essential t-table value of 1.671. You may see these outcomes in the table that was supplied. This proves that, contrary to the null hypothesis Ho, the alternative hypothesis Ha is correct. The results also show that the experimental group's post-test scores are significantly different from the control group's. The experimental group had a mean score of 74.26, while the control group had a score of 61.18, according to the group data table. According to this finding, the experimental group had higher average post-test scores than the control group.

4. DISCUSSION

After much deliberation, researchers are eager to understand whether the Global Method has a notably different and considerable impact on learning. The result show that between experimental and control are different. In order to find answers, researchers analyzed data. The purpose of this research is to determine if MTsN 5 students in Jambi City who are taught the Global Method have improved their reading comprehension compared to those who are not.

In order to improve students' reading comprehension, this study utilized the Global Method, which is based on Anderson's 1987 theory. The average score before the test was 61.25, and after it, it was 80.98, according to Riyadi (2022). With 68 degrees of freedom (df) and a significance level of 0.05, the critical value from the t-table is exceeded by the value of 4.92. Tangerang City eighth graders at SMP 16 benefit greatly from the Global approach to reading comprehension. Harris (2020) found that pupils' average post-test scores were 79.85, up from an average of 62.71 before the intervention. Compared to the pre-test, the student's post-test reading comprehension is much higher. Students' reading comprehension significantly improved after using Global. According to Irmawati (2014), students' reading comprehension increased by 9.75% between the D-Test and cycle I, and by an additional 10.75% between cycle I and cycle II. Kids' ability to understand what they read is improved by using the global method. The purpose of collecting this data was to address theoretical and prior study-based research questions. The data used in this study came from students' responses on short-response exams. Before and after the test, students are tested on their reading comprehension. Evaluations are carried out before and after treatment. Different treatments were administered to the experimental and control groups. The average pre- and post-test results of the experimental and control groups were compared for normality and homogeneity. There is evidence to suggest that the two samples are not normally

distributed. For the following analysis, the Wilcoxon test was used by the researchers. After that, the researcher made sure the samples were uniform by using homogeneity tests. At the end of the investigation, the researcher used an independent sample T-test.

We used the Wilcoxon test to look at how the Global method affected pupils' ability to understand what they read. The control group did not change their pre- or post-test scores from 0.00 to 0.00. There are 32 students in the positive rank, and their combined rank is 528.00, with an average score of 16.50. The experimental group scored 0.00 overall, with a negative rank of 0 and a mean rank of 0.00. With a mean score of 17.50 and a total of 595.00, the rank was positively ranked at 34. On the post-test, students in the experimental group outperformed their control group counterparts. We can reject the null hypothesis (Ho1) and accept the alternative hypothesis (Ha1) because the two-tailed significance value is less than 0.05, which is 0.000. Recounting using the Global Method seems to improve comprehension of written material.

The second research question concerned the impact of the global strategy on reading comprehension in both the experimental and control courses. To answer this, an Independent Sample T-test was employed. The results were based only on the class post-test. A 0.05 significance level yields a T table value of 1.671 and a degree of freedom of 66. The post-test score of the experimental group was 9.056, which was higher than that of the control group. (Ha2) is allowed and (H02) is denied because the 2-tailed Sig. is less than 0.05 (0.000 < 0.05). There are significant differences in the Global Method's instruction of reading comprehension.

Based on the aforementioned explanation and responses to this research topic, the researcher wants to expand on the above scholars' studies to develop his own theoretical framework. They'll compare their studies to others. This research analyzes how global methods boost student comprehension. This study examines how extended silent reading in the Global method improves students' reading comprehension. The unique opportunity to assess students' comprehension using the Global approach motivated this research. Only global methods improved students' reading comprehension in previous research.

5. CONCLUSION

Inferred from the previous sessions discourse:

1. Research suggests that using the Global Method can significantly improve students' reading comprehension in short response questions, as discussed in the previous chapter. From quasi-experimental data with a non-equivalent Experimental group design. The experimental class averaged 74.26 post-test scores, up from 49.41 pre-test scores. Additionally, the experimental class's pre- and post-test results showed a statistically significant (2-tailed) value of 0.000, below the 0.05 criterion. Thus, the Global Method improves pupils' reading comprehension, refuting (H01) and confirming (Ha1).

2. This study confirms a significant difference in reading comprehension in short answer questions between students who get Global Method teaching and those who do not. The post-test results for both experimental and control classes show a 2-tailed significance value of 0.000 < 0.05. The t-count is 6,704 and the t-table is 1,671. The researcher concludes that H02 is rejected while Ha2 is acceptable. This shows that the experimental and control groups have significant educational differences.

Both studies show that the Global Method improves reading comprehension. It suggests that the alternative hypothesis (Ha1) significantly affects students' reading comprehension after Global method instruction. The alternative hypothesis (Ha2) shows that Global pupils' reading comprehension differs significantly.

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