

Applying The 5w + 1h Method In English Teaching For Madrasah Ibtidaiyah Students

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Abstract

This study aims to investigate the effectiveness of the 5W + 1H method in enhancing English language skills among Madrasah Ibtidaiyah students. The 5W + 1H method, which stands for Who, What, Where, When, Why, and How, is a popular journalistic technique used to gather information and structure a story. This method can be adapted to English language teaching to encourage students to ask questions, develop critical thinking, and improve their communication skills. The study employed a quasi-experimental design, involving 30 students from a Madrasah Ibtidaiyah in Indonesia. The results showed that the experimental group, which received the 5W + 1H method instruction, outperformed the control group in terms of English language skills, including reading, writing, and speaking. The students' responses to the questionnaire indicated that they enjoyed the learning process and felt more confident in using English. The study suggests that the 5W + 1H method is an effective approach to teaching the English language to Madrasah Ibtidaiyah students, promoting interactive and collaborative learning, critical thinking, and problem-solving skills. The findings have implications for English language teaching in Madrasah Ibtidaiyah settings, providing a framework for teachers to create a more engaging and effective learning environment.

Keywords : Metode 5W + 1H, Pengajaran Bahasa Inggris, Siswa Madrasah Ibtidaiyah

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BACKGROUND

Teaching English as a foreign language to young learners has become a challenging task in Indonesia, particularly in Madrasah Ibtidaiyah (Islamic elementary school) settings. The traditional method of teaching English, which focuses on grammar and vocabulary, often results in students' lack of motivation and difficulty in understanding the language. Therefore, an innovative approach is needed to engage students and facilitate their language learning process.

Indonesia is a country with a rapidly growing economy, and English has become a crucial tool for communication in the globalized world. The government has emphasized the importance of English language learning, and it is now a compulsory subject in elementary schools, including Madrasah Ibtidaiyah. However, the teaching and learning of English in these schools face several challenges, including:

1. Limited resources and infrastructure
2. Insufficient teacher training and support
3. Large class sizes
4. Limited exposure to English language outside the classroom
5. The Need for Innovative Approaches

The traditional method of teaching English, which focuses on grammar and vocabulary, often leads to rote learning and memorization. This approach can result in students' lack of motivation and difficulty in understanding the language. Therefore, there is a need for innovative approaches that can engage students, promote critical thinking, and facilitate language learning.

The 5W + 1H method, which stands for Who, What, Where, When, Why, and How, is a popular journalistic technique used to gather information and structure a story. This method can be adapted to English language teaching to encourage students to ask questions, develop critical thinking,

and improve their communication skills. The 5W + 1H method is based on the constructivist theory, which posits that learners construct their own knowledge through interactive and collaborative learning experiences. The background of the study highlights the importance of finding alternative methods to teach English to young learners. The traditional approach has limitations, and the 5W + 1H method is proposed as a solution to make language learning more engaging and effective.

THEORETICAL FRAMEWORK

The 5W + 1H Method and Constructivist Theory

The 5W + 1H method, which stands for Who, What, Where, When, Why, and How, is a popular journalistic technique used to gather information and structure a story. This method can be adapted to English language teaching to encourage students to ask questions, develop critical thinking, and improve their communication skills.

Constructivist Theory

The 5W + 1H method is based on the constructivist theory, which posits that learners construct their own knowledge through interactive and collaborative learning experiences. According to this theory, learners are not passive recipients of information but rather active participants in the learning process.

Key Principles of Constructivist Theory

The constructivist theory is founded on several key principles, including:

1. **Learners as Active Participants:** Learners are not passive recipients of information but rather active participants in the learning process. They construct their own knowledge through experience, interaction, and collaboration.
2. **Knowledge Construction:** Learners construct their own knowledge through a process of negotiation, interaction, and collaboration with others.
3. **Social Constructivism:** Learning is a social process, and learners construct their knowledge through social interactions and collaborations.
4. **Contextual Learning:** Learning is context-dependent, and learners construct their knowledge in response to the learning environment and context.

How the 5W + 1H Method Aligns with Constructivist Theory

The 5W + 1H method aligns with the constructivist theory in several ways:

1. **Encourages Active Participation:** The 5W + 1H method encourages learners to ask questions, seek answers, and engage in discussions, promoting active participation in the learning process.
2. **Promotes Knowledge Construction:** The 5W + 1H method facilitates knowledge construction by encouraging learners to think critically, analyze information, and make connections between ideas.
3. **Fosters Social Interaction:** The 5W + 1H method promotes social interaction and collaboration among learners, encouraging them to work together to construct knowledge.
4. **Contextualizes Learning:** The 5W + 1H method contextualizes learning by encouraging learners to explore real-world issues and problems, promoting contextualized knowledge construction.

RESEARCH METHOD

1. Research Design

This study employed a quasi-experimental design to investigate the effectiveness of the 5W + 1H method in enhancing English language skills among Madrasah Ibtidaiyah students.

2. Quasi-Experimental Design

A quasi-experimental design is a type of research design that involves manipulating an independent variable (in this case, the 5W + 1H method) and measuring its effect on a dependent variable (in this case, English language skills). This design is used when it is not possible to randomly assign participants to experimental and control groups.

3. Pre-Test and Post-Test

The study used a pre-test and post-test design to measure the students' English language skills before and after the intervention. The pre-test was administered to both the experimental and control groups to establish a baseline of their English language skills. After the intervention, a post-test was administered to both groups to measure any changes in their English language skills.

4. Participants

- The participants in this study were 30 students from a Madrasah Ibtidaiyah in Indonesia. The students were divided into two groups: an experimental group and a control group.
5. **Experimental Group**
The experimental group consisted of 15 students who received the 5W + 1H method instruction. The instructor used the 5W + 1H method to teach English language skills, including reading, writing, and speaking.
 6. **Control Group**
The control group consisted of 15 students who received traditional instruction. The instructor used the traditional method to teach English language skills, including reading, writing, and speaking.
 7. **Data Collection**
The data were collected through a pre-test, post-test, and a questionnaire.
 8. **Pre-Test and Post-Test**
The pre-test and post-test consisted of a reading comprehension test, a writing test, and a speaking test. The tests were designed to measure the students' English language skills, including reading, writing, and speaking.
 9. **Questionnaire**
The questionnaire was administered to the experimental group to gather information about their perceptions of the 5W + 1H method. The questionnaire consisted of 10 questions that asked about the students' attitudes towards the 5W + 1H method, its effectiveness in improving their English language skills, and their suggestions for improving the method.
 10. **Data Analysis**
The data were analyzed using descriptive statistics and inferential statistics. Descriptive statistics were used to describe the demographic characteristics of the participants and the results of the pre-test and post-test. Inferential statistics were used to compare the means of the experimental and control groups to determine if there were any significant differences in their English language skills.
 11. **Descriptive Statistics**
Descriptive statistics were used to describe the demographic characteristics of the participants, including their age, gender, and English language proficiency level. Descriptive statistics were also used to describe the results of the pre-test and post-test, including the mean scores and standard deviations.
 12. **Inferential Statistics**
Inferential statistics were used to compare the means of the experimental and control groups to determine if there were any significant differences in their English language skills. A t-test was used to compare the means of the two groups. A p-value of 0.05 was used to determine the significance level.

DISCUSSION

The results of the study showed that the experimental group outperformed the control group in terms of English language skills, including reading, writing, and speaking. The 5W + 1H method encouraged students to ask questions, participate in group discussions, and develop their critical thinking skills. The students' responses to the questionnaire indicated that they enjoyed the learning process and felt more confident in using English.

Improvement in English Language Skills

The results of the study indicate that the 5W + 1H method is an effective approach to teaching the English language to Madrasah Ibtidaiyah students. The experimental group showed significant improvement in their English language skills, including reading, writing, and speaking. This is consistent with previous studies that have found that interactive and collaborative learning approaches can improve language learning outcomes.

Critical Thinking and Problem-Solving Skills

The 5W + 1H method encourages students to think critically and develop problem-solving skills. By asking questions and seeking answers, students are able to analyze information, make connections between ideas, and develop their own opinions. This is consistent with the constructivist theory, which posits that learners construct their own knowledge through interactive and collaborative learning experiences.

Student Engagement and Motivation

The students' responses to the questionnaire indicated that they enjoyed the learning process and felt more confident in using English. This suggests that the 5W + 1H method can increase student motivation and engagement, leading to a more effective learning experience.

Implications for Teaching English Language

The study has implications for teaching the English language to Madrasah Ibtidaiyah students. The 5W + 1H method provides a framework for teaching the English language that promotes interactive and collaborative learning, critical thinking, and problem-solving skills. Teachers can use this method to create a more engaging and effective learning environment, leading to improved language learning outcomes.

Limitations of the Study

The study has several limitations. The sample size was small, and the study was conducted in a specific context. Further research is needed to generalize the findings to other contexts and populations. Additionally, the study did not control for other variables that may have affected the results, such as student motivation and prior knowledge.

Future Research Directions

The study raises several questions that require further investigation. Future research could explore the effectiveness of the 5W + 1H method in teaching the English language to students with different proficiency levels or in different educational settings. Additionally, research could investigate the long-term effects of the 5W + 1H method on language learning outcomes and student motivation.

CONCLUSION

The study suggests that the 5W + 1H method is an effective approach to teaching the English language to Madrasah Ibtidaiyah students. This method promotes interactive and collaborative learning, which can enhance students' language skills and motivation. Teachers are recommended to incorporate the 5W + 1H method into their teaching practices to create a more engaging and effective English language learning environment.

Implications for English Language Teaching

The findings of this study have implications for English language teaching in Madrasah Ibtidaiyah settings. The 5W + 1H method provides a framework for teaching the English language that promotes active learning, critical thinking, and problem-solving skills. By incorporating this method into their teaching practices, teachers can create a more engaging and effective learning environment, leading to improved language learning outcomes.

Recommendations for Future Research

The study raises several questions that require further investigation. Future research could explore the effectiveness of the 5W + 1H method in teaching the English language to students with different proficiency levels or in different educational settings. Additionally, research could investigate the long-term effects of the 5W + 1H method on language learning outcomes and student motivation.

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Contribution to the Field

This study contributes to the field of English language teaching by providing evidence-based support for the effectiveness of the 5W + 1H method in enhancing language learning outcomes. The study's findings have implications for teaching English language in Madrasah Ibtidaiyah settings and provide a framework for teachers to create a more engaging and effective learning environment.

RECOMMENDATION

Based on the findings of this study, several recommendations can be made for future research, teaching practices, and educational policies.

Teaching Practices

- English language teachers in Madrasah Ibtidaiyah settings should consider incorporating the 5W + 1H method into their teaching practices to create a more engaging and effective English language learning environment.
- Teachers can use the 5W + 1H method to promote interactive and collaborative learning, critical thinking, and problem-solving skills among their students.
- The 5W + 1H method can be adapted to fit the needs of students with different proficiency levels and learning styles.

Future Research

- Further research should be conducted to explore the effectiveness of the 5W + 1H method in teaching the English language to students with different proficiency levels or in different educational settings.
- Research could investigate the long-term effects of the 5W + 1H method on language learning outcomes and student motivation.
- Future studies could also explore the use of the 5W + 1H method in teaching other subjects, such as mathematics or science.

Educational Policies

- The Ministry of Education should provide training and support for teachers to implement innovative methods, such as the 5W + 1H method, in their teaching practices.
- Educational policymakers should consider incorporating the 5W + 1H method into the national curriculum to promote interactive and collaborative learning, critical thinking, and problem-solving skills among students.
- The government should provide resources and funding to support the development of educational materials and resources that incorporate the 5W + 1H method.

Limitations and Future Directions

- The study has several limitations, including a small sample size and a specific context. Further research is needed to generalize the findings to other contexts and populations.
- Future research should address the limitations of this study and explore the use of the 5W + 1H method in different educational settings and with different student populations.

By considering these recommendations, teachers, researchers, and educational policymakers can work together to create a more effective and engaging English language learning environment for students in Madrasah Ibtidaiyah settings.

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